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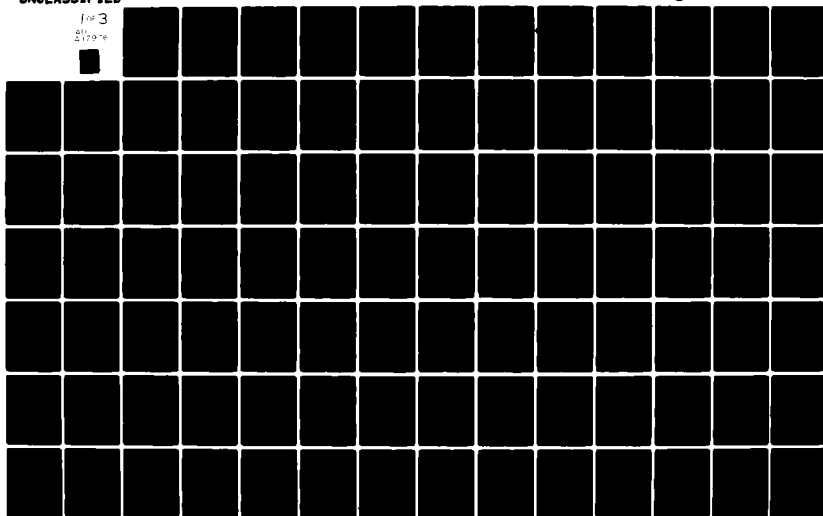
ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
CULTURAL ADAPTATION OF SECOND LANGUAGE SOLDIERS.(U)
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CULTURAL ADAPTATION OF SECOND LANGUAGE SOLDIERS

MAJ Paul Wayne Gosnell

Conducted as part of an English-As-A-Second-Language Curriculum Development

Project sponsored by the Occupational Research and Analysis Division
Training Developments Institute
Chief: LTC Pilgrim

Principal Investigator: MAJ Gosnell

Interviewers: MAJ P. W. Gosnell
CPT Glen Dower

5 July 1981

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) THIS STUDY WAS CONDUCTED TO DETERMINE THE EXTENT TO WHICH CULTURAL ADAPTATION POSES PROBLEMS OF ADJUSTMENT FOR SECOND LANGUAGE SOLDIERS DURING INITIAL ENTRY TRAINING. STUDY WAS BASED ON RESULTS OBTAINED FROM INDIVIDUAL AND GROUP INTERVIEWS CONDUCTED WITH MORE <u>THAT</u> 200 SELECTED INDIVIDUALS (SECOND LANGUAGE SOLDIERS). INTERVIEWS AND CRITICAL INCIDENTS ARE INCLUDED.		

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5 July 1981

**PRELIMINARY
REPORT**

SUBJECT: Cultural Adaptation of Second Language Soldiers

PURPOSE:

To determine the extent to which cultural adaptation poses problems of adjustment for second language soldiers during initial entry training.

METHODOLOGY:

Using a semi-structured technique, two officers conducted individual and group interviews with more than 200 selected individuals during the period 27 May-29 June 81. Interviewees included second language soldiers (primarily from Puerto Rico) undergoing basic and advanced individual training, drill sergeants, first sergeants, military instructors, training company commanders, English language program instructors and administrators, chaplains, mental hygiene clinic personnel, hospital department of psychiatry staff, alcohol and drug abuse program staff, human relations/equal opportunity staff, TO & E unit commanders and various other individuals and staff officers with relevant experience. Installations and activities visited or contacted included Ft Lee, Ft Eustis, Ft Benning, Ft Gordon, Ft Jackson, Ft Dix, Ft Bragg, Ft Sam Houston, Walter Reed Army Medical Center, U. S. Veterans Administration, DA DCSPER, JFK Institute for Military Assistance, USAF Special Operations School, and the Defense Language Institute.

FOCUS:

Although we interviewed second language soldiers from Korea, the Philippeans, Micronesia, Samoa, Guam, Italy, Turkey, Bolivia, Colombia and Vietnam, by far the largest numbers were from Puerto Rico.

As a consequence, the study focused primarily on Puerto Rican soldiers.

SCOPE

The study was conducted mainly on initial entry training posts. It soon became evident, however, that because of the very structured environment there, the opportunity for cultural differences to manifest themselves as adjustment problems appears not to occur fully until the soldier has completed his training and has reported to his first unit. Culturally-based anxiety, tension and confusion certainly exist during training but the opportunity for individual volition is so low that such problems apparently lie submerged until later.

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In order to elicit the most complete data, the scope of the study was expanded to include the total Army experiences of second language soldiers. This expansion, of course, affected only data collected from individuals whose experiences in the Army extended beyond initial entry training. In recording interview responses, instances of culturally-related conflict or misunderstanding were accepted whether or not the particular instance occurred in the training base or later in the units.

Because language and culture are inseparable components of adjustment to Army life for second language soldiers, much of the findings reported, conclusions drawn and recommendations made in this report deal with both language and culture. To attempt to deal with either separately would be to impose an artificial and fallacious assumption on the study.

FINDINGS

1. Soldiers are being enlisted in the Army and placed in MOS's based on the Armed Services Vocational Aptitude Battery (ASVAB). This test apparently is being administered in English to soldiers who don't know English with the result that most are being placed in combat arms and non-technical MOS's.

2. The average enlistee from Puerto Rico appears to be better educated, better motivated and better disciplined than enlistees in general. The one's who can overcome the linguistic and cultural barriers to success in the Army often make excellent career soldiers. Unfortunately, the vast majority leave the Army at or before the expiration of their first term of service.

3. It was the almost universal opinion of the interviewees that the number one problem facing second language soldiers is their inability to function adequately in the English language. The great majority of the interviewees also readily conceded that cultural differences constitute an important barrier to successful adjustment to Army life.

4. There was wide-spread opinion that the Army is not currently providing adequate language training for second language soldiers. There was strong feeling that six-week language training programs are not, in most cases, long enough to do the job and that second language soldiers are routinely being set up for failure.

5. In addition to language problems, the interviews documented wide-spread problems of cultural adaptation encountered by second language soldiers. More than 500 specific or implied critical incidents, i.e. instances of conflict of misunderstanding caused by cultural differences, were collected. Cultural difficulties, though not as noticeable as language problems, are at least as pervasive, harder to identify and more insidious in their effect. The complete report of this study will detail the critical incidents collected.

6. Though problems of cultural adaptation are wide-spread, the ability to recognize and/or articulate such problems seems to be a function of the individual's level of English ability and/or his sensitivity to such problems. In general, the most articulate interviewees were second language NCO's. The least

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responsive, with some notable exceptions, were Anglo NCO's and second language trainees, the latter because of generally poor English abilities and the highly structured training environment and the former because of simple lack of sensitivity to such matters. Second language NCO's, however, generally possessed both the English ability and the cultural sensitivity to provide a wealth of data. Most of this data came from their own experiences in coping with cultural differences after they had completed training and gone on to their TO&E units.

7. There is wide-spread concern that Anglo cadre are not sufficiently prepared to deal with second language soldiers. Many such comments were heard from drill sergeants themselves as well as from training company commanders, English language instructors and others. There was a recognition that cross-cultural communication is a two-way street. Although many expressed a need for such training, there was a uniform reluctance for cross-cultural communication training to become a full-blown program such as the Equal Opportunity/Race Relations program. The need most often expressed was for a simple course that would give them a few basic tools and techniques to enable them to do their job better.

8. Cultural orientation is currently a hit or miss subject in the Army's language training programs. There appears to be no systematic inclusion of such training in any of the programs visited. There appears to be no coordinated plan to develop such training. Many people express great interest in and support for such training but no one seems to be doing anything about it.

9. Cultural maladaptation might be a contributing cause of an apparently higher incidence of psychiatric diagnoses among second language soldiers than in the service population at large. Of the 2.3 million veterans receiving a service-connected disability compensation, 21% had a prior diagnosis of a neuro-psychiatric disorder. Of the 19,000 Puerto Ricans receiving a service-connected disability compensation, 44% (more than double the national rate) have a major diagnosis of a neuro-psychiatric disorder. In addition, the specific diagnosis of psychosis appears to be about three times as great for Puerto Rican servicemen as for servicemen as a whole. These statistics could be a medical phenomena. They could be the result of individuals manipulating the system. Or they could be caused by repeated incorrect diagnoses on the part of Anglo medical personnel who fail to recognize the cultural basis of perceived "maladaptive" behavior.

10. Despite language and cultural problems, second language soldiers are apparently being pushed through the training base and out into the units. In many cases, training is action-oriented with little requirement for a trainee to know English in order to complete tasks. A "buddy system" is widely used in which the better English-speaking trainees help their peers. In many cases, Spanish-speaking instructors are being used. In at least one instance, Army training materials have been translated into Spanish. For these and other reasons, second language soldiers reportedly arrive at their units often inadequately prepared to perform successfully. There are reportedly units in Europe in which Spanish-speaking soldiers are being segregated into Spanish-speaking squads. One rumor has it that Spanish-speaking units as large as company size are being formed.

CONCLUSION:

The Army's methods of dealing with second language soldiers can be characterized as a mixture of band-aid cures and benign neglect. The MOS assignment process that occurs before English language acquisition is grossly biased. The assumption that a soldier can be taught English in six weeks is blatantly fallacious. The failure to incorporate specific cultural orientation information into language training programs shows insensitivity to very real needs. The failure to adequately prepare Anglo cadre to deal with second language soldiers is unfair to all concerned. In short, the system that pushes second language soldiers through the training base with little regard for the true adequacy of their preparation is ethnocentrically short-sighted and self-defeating. If the Army wants second language soldiers in its ranks, it has an obligation to bite the bullet and provide the resources necessary to adequately prepare them to function effectively in the Army's linguistic and cultural environment.

RECOMMENDATIONS:


1. That soldiers be provided enough English language training to bring them to a prescribed level of proficiency, e.g. a "70" on the English Comprehension Level (ECL) exam. Such training should be provided before they take the ASVAB.
2. That cultural orientation materials be specifically incorporated into the Army's English language training programs.
3. That a separate cultural orientation course of approximately two days be designed for all second language soldiers entering basic training. Such a course should be attended by soldiers who did not require language training as well as by those coming directly from language training programs.
4. That a four to eight hour courses in seminar or self-paced format using workbooks, TEC tapes or videotapes be designed for Anglo cadre and command personnel in order that they might better be able to deal with second language soldiers.
5. That a member of the Occupational Research and Analysis Division staff attend the Cross-Cultural Communication course taught at the USAF Special Operations School at Hurlburt Field, Fl and/or the Stanfor Institute for Intercultural Communication in order to become acquainted with a sampling of cross-cultural training concepts and techniques.
6. That further study be undertaken to determine what unique psychiatric and/or medical difficulties are encountered by Puerto Rican soldiers.
7. That further study be undertaken to determine the extent to which language and cultural adaptation poses problems of adjustment for second language soldiers in TO&E units. Such a study should analyze patterns of reenlistment, assignment, discipline and promotion and be closely coordinated with DA Human Relations/Equal Opportunity personnel.

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8. That a proponent office be designated to act as a clearing-house for and initiator of research concerning the experiences of second language soldiers in the Army. Such an office should be tasked with developing a systems approach to the recruiting, assignment, training, utilization, and retention of second language soldiers.

9. That all plans, data and conclusions resulting from this or other studies be liberally shared with pertinent DOD agencies in order that their input might be brought to bear on the problem. Both the Air Force and Navy have done considerable work on cross-cultural communication issues. The Army seems to be behind the power curve on this issue and could benefit from their lessons learned.

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an accurate retyping of the original
document.


PAUL WAYNE GOSNELL, PhD
MAJ, MSC
Assistant Professor of
Military Science

DATE: _____

LOCATION: _____

INITIAL ENTRY TRAINING CULTURAL ADAPTATION PROJECT

BIO SHEET

NAME: _____

RANK: _____

JOB: _____

UNIT: _____

AGE: _____

SEX: _____

HOW LONG IN ARMY: _____

WHERE RAISED: _____

FIRST LANGUAGE: _____

HOW ENGLISH ACQUIRED: _____

OTHER DATA: _____

INTERVIEWER: _____

INITIAL ENTRY TRAINING CULTURAL ADAPTATION PROJECT

INTERVIEW SCHEDULE

Subject is a non-native-English-speaking soldier.

ESTABLISH RAPPORT. PLACE SUBJECT AT HIS EASE.

1. "What I am trying to do today is to find out about some of the difficulties or problems soldiers such as yourself face during training. There are some people who feel that soldiers who speak English as a second language may have problems adapting to the different culture they find in the Army. I hope you will be able to help me find out whether or not this is really a problem.

"What we are dealing with are problems of communication. Now, just to see if we are communicating, can you tell me why I want to talk with you?"

EVALUATE RESPONSE. REPHRASE INTRODUCTION IF NECESSARY.

2. "As you look back over your time here is there anything that caused you or soldiers like you any particular difficulty or problems?"

IF SUBJECT IS RESPONSIVE, LET HIM UNLOAD. MAKE NOTES OF GENERAL PROBLEM AREAS. GET DETAILS LATER.

IF SUBJECT IS NOT RESPONSIVE, PROBE WITH ONE OR MORE OF THE FOLLOWING QUESTIONS...FOLLOW-UP...MAKE GENERAL NOTES...GET DETAILS LATER.

- 2a. "How did you like living in the barracks?" (PRIVACY)
- 2b. "How did you get along with your fellow trainees?"
(FRIENDSHIP PATTERNS, CLIQUES)
- 2c. "After duty hours, what was life like?" (USE OF SPARE
TIME, FRIENDSHIP, INFORMALITY)
- 2d. "How often were you allowed to bathe?" (CLEANLINESS)
- 2e. "How was the food?" (EATING HABITS)
- 2f. "When did you get up in the morning?" (TIME: USE OF)
- 2g. "Did you often have to be at a certain place at a
certain time?" (TIME: PUNCTUALITY; INDIVIDUAL RESPON-
SIBILITY)
- 2h. "How did you get along with your drill instructor?"
(RELATION TO AUTHORITY)
- 2i. "If someone did something wrong during training, what
happened?" (PUNISHMENT; CRITICISM; EMBARRASSMENT)
- 2j. "Did anyone in your training company ever wash out or
fail anything?" (FAILURE)
- 2k. "Did you find basic training to be very competitive?
Why do you say that?" (COMPETITION; INDIVIDUAL INITIATIVE)
- 2l. "Would you say that your training company worked
together as a team? Why do you say that?" (COOPERA-
TION)
- 2m. "Did you ever get angry at anyone during basic training?"
What happened?" (EMOTIONALISM; CONFLICT; ARGUMENTATION)
- 2n. "Did you ever have to stand in line or take turns during
training or after duty hours?" (TAKING TURNS; EQUALITY)
- 2o. "Did people in your training company often ask questions?
Did you? Why or why not?" (FACE; INITIATIVE, QUESTIONING
AUTHORITY)
- 2p. "Were female trainees treated any differently? (EQUALITY;
MALE - FEMALE RELATIONSHIPS)
- 2q. "If you had a problem during training. to whom did you for
help?" (RELATIONS WITH AUTHORITY; INDIVIDUAL RESPONSIBILITY)
- 2r. "When talking with an officer or Sergeant, what usually happened?
(RELATION WITH AUTHORITY; EYE CONTACT; PERSONNEL DISTANCE)
- 2s. "Were you ever denied a request because of a regulation or rule?"
(PERSONALISM; BRIBERY)

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REVIEW GENERAL NOTES...SELECT A TOPIC...GO AFTER A CRITICAL INCIDENT.

3."You said there seemed to be some sort of a problem with _____. Can you give me a specific example?"

TAKE NOTES ON CRITICAL INCIDENT.

USE ACTIVE LISTENING TO REFLECT THE STORY BACK TO THE TRAINEE. PROBE FOR DETAILS.

TAKE NOTES ON ADDITIONAL DETAILS.

GET ATTRIBUTION WITH THE FOLLOWING QUESTION:

4."Why do you think this happened?"

TAKE NOTES ON ATTRIBUTION.

GET CONSEQUENCES WITH FOLLOWING QUESTION:

5."What was the result of this incident?"

TAKE NOTES ON CONSEQUENCES.

REPEAT QUESTIONS 3 THRU 5 AS MANY TIMES AS POSSIBLE.

IF NECESSARY, SELECT A NEW QUESTION 2 AND REPEAT ENTIRE PROCESS.

PAGE 4

6. "There are many reasons why a person is not successful in the Army. But many people do quite well. What characteristics do you feel a person should have in order to be a success in the Army?"

PROBE.

7. "Is there anything else that you think I ought to know?"

TAKE NOTES. PROBE.

8. "Thank you very much. I've learned a lot. My plans are to study what I find out here and at other places and then decide if we can develop some sort of way of avoiding some of the problems we have discussed.

"You've been very helpful. I appreciate it very much."

RISE TO TERMINATE THE INTERVIEW.

Interview #1

MAJ Dan LaDuke, Army Nurse Corp, Clinical Coordinator, Psychiatric, Rehabilitation Program, Walter Reed Army Medical Center, 27 May 81.

NARRATIVE

MAJ LaDuke feels that in many cases, Army Medical Personnel are not making correct diagnosis of psychiatric problems of Puerto Rican soldiers, i.e., they are not making adequate adjustments for cultural differences. As a consequence, such soldiers are often labeled as being "schizophrenic" when, in fact, they are not. He maintains that behavioral problems of such soldiers should be considered within the context of the culture from which they come.

MAJ LaDuke feels that a Puerto Rican on his ward does better if there are other Puerto Ricans with him. He says that a support system is necessary for such soldiers. If a Puerto Rican patient is isolated from other Puerto Ricans, he tends to have difficulty progressing.

Soldiers from Puerto Rico, MAJ LaDuke states, have real problems when they are assigned to Germany. Behavior is often labeled as psychotic when viewed by doctors who have little appreciation for the Puerto Rican culture or norms of behavior. Puerto Rican soldiers are often medically evacuated to the states for psychiatric reasons. But, MAJ LaDuke states, an amazing thing often happens when the flight is over, i.e., the psychotic symptoms disappear on the flight. In other words when the soldiers are reevaluated at Walter Reed, they often show none of the symptoms for which they were medically evacuated. Either the behavior of the soldier changed or the behavior was the same but the interpretation of the behavior by the Medical Staff changed.

CRITICAL INCIDENT

Over a period of time, MAJ LaDuke has observed several Puerto Rican patients put a glass of water at the head and foot of their bed on the ward. Their explanation was that this act would keep the evil spirits away. Such an act by an Anglo would be an indication of possible psychiatric problems. However, among some rural Puerto Ricans, such beliefs appear to be relatively common. To them, evil spirits and methods of protecting oneself from them appear to be an accepted fact of life. The norm of behavior within that segment of the Puerto Rican culture is to have such rituals. This norm, when viewed from an Anglo perspective, is abnormal.

NARRATIVE

MAJ LaDuke observes that Puerto Ricans from New York seem to have fewer problems in the Army than do those coming from the Island. He notes that

many Puerto Ricans discharged for psychiatric reasons do not seem to be able to bounce back as rapidly as do other soldiers. He says that there may be economic incentives for them not to recover rapidly.

MAJ LaDuke states that the current medical evacuation policy for psychiatric patients from Europe is to fly them out within 2 weeks of admission. The decision to medically evacuate them, he says, is usually made within 72 hours of their admission to a medical facility. Of those medically evacuated, he feels that about 80% are eventually boarded out of the Army.

He mentioned the "PRS" or Puerto Rican Syndrome as being of some concern. Soldiers exhibiting "PRS" appear to be withdrawn, introverted, hysterical and paranoid. (NOTE: Literature detailing the PRS is in the Appendix included to this report.) MAJ LaDuke feels, however, that behavior which is commonly labeled as hysterical by Anglo physicians is in fact not hysterical when viewed within the context of the Puerto Rican culture. In other words, there appears to be a cultural bias in some psychiatric diagnosis.

MAJ LaDuke states that soldiers in Europe are labeled as a possible psychiatric problem when they withdraw, become suspicious of others, become hyper-religious, or become paranoid.

MAJ LaDuke observes that there are few Puerto Rican dependents in Europe. For the most part, they remain in Puerto Rico or New York.

Interview #2

Ms. Paulette Griffin; former CPT, Army Nurse Corp; formerly Head Nurse, Psychiatric Ward, Walter Reed Army Medical Center; 27 May 81.

NARRATIVE

Ms. Griffin spent 3 years on the Psychiatric Wards at Walter Reed Army Medical Center. During that period of time she says she observed that Puerto Rican patients being medically evacuated from Europe for psychiatric reasons, were routinely put under restraints by the Air Force before they were boarded onto the aircraft. She said that it seemed to be a matter of routine to put all Puerto Rican psychiatric patients in restraints.

Interview #3

Dr. Dave Marlow, Military Psychologist, Walter Reed Army Institute of Research, 27 May 81.

NARRATIVE

Dr. Marlow, a Social Anthropologist by background, feels that enlistees from Puerto Rico have definite problems of cultural adjustments. He states that they appear to suffer from cultural and linguistic isola-

tion. "Puerto Rican soldiers, he says, "are one of the few groups who create social contacts across unit boundaries." This, he says, is indicative of their isolation within their own unit.

Dr. Marlow states that there is a reciprocal problem, i.e., enlistees from Puerto Rico often have distorted expectations of Anglo soldiers. These incorrect expectations create additional stress for these soldiers.

Dr. Marlow feels that in some cases the behavior of Puerto Rican soldiers is being misinterpreted by Anglo physicians. In some cases, such soldiers are being labeled as psychotic, when, in fact, the behavior would be quite appropriate within the framework of traditional Puerto Rican culture.

Interview #4

CPT (Dr.) Antonio Blanco, Medical Corp (Cuban), Psychiatric Resident, Walter Reed Army Medical Center, 28 May 81.

NARRATIVE

Dr. Blanco states that a common diagnosis of Puerto Rican psychiatric patients is schizophrenia. He believes, however, that in many cases such a diagnosis is incorrect from a cultural point of view.

Dr. Blanco states that many Puerto Rican soldiers are medically evacuated from Germany for psychiatric reasons. He says they often have trouble adjusting to the third language, i.e., German. They have trouble adjusting to the German climate. They have difficulty adjusting to the non-Puerto Rican culture. They usually are not allowed to maintain their cultural ties and often feel that "someone" is covertly trying to keep them separated from their culture.

Dr. Blanco feels that the misinterpretation of Puerto Rican behavior on the part of Anglo medical personnel often continues once the soldiers arrive at Walter Reed Army Medical Center. The critical incident below illustrates this.

CRITICAL INCIDENT

A Puerto Rican female soldier from the rural areas of the Island was medically evacuated to Walter Reed. She knew very little English and was constantly afraid of being ridiculed. Yet, she was a very open person. When talking with other patients or with staff she often used a loud voice. The staff interpreted her loud voice as an indication of maniac behavior. This, they said, indicated a need for her to be medicated.

One night the Puerto Rican female patient participated in a loud and boisterous party on the ward. Her normal behavior for a Puerto Rican party group was interpreted by the medical personnel on the ward as being manic.

The medical staff put the female patient in restraints. Dr. Blanco comments that this incident illustrates where the medical staff often looks for neurotic behavior. Behavior which does not conform to Anglo norm is typically labeled as being abnormal.

NARRATIVE

Dr. Blanco notes that a part of Puerto Rican culture is to be verbally threatening during certain types of interpersonal interactions. Anglos, however, when encountering such behavior, look upon it as indicating homicidal tendencies. This often causes troubles or difficulties for Puerto Rican soldiers.

Dr. Blanco states that in some of the more rural and less educated areas of Puerto Rico there are often beliefs in spiritualism and even Voodoo. He illustrates this by the critical incident below.

CRITICAL INCIDENT

Three Puerto Rican male soldiers were on the psychiatric ward at Walter Reed. They have been diagnosed as being schizophrenic. They were waiting for their Medical Board. The waiting period dragged on and on and they became very apprehensive. They developed a very low frustration tolerance. One day all three decided that they would grow beards as a "sacrifice" to a "saint". Such behavior, Dr. Blanco states, is not that unusual in some sectors of Puerto Rican society.

NARRATIVE

Dr. Blanco observes that the loud and boisterous conduct of many Puerto Ricans is often labeled by medical staff as manac behavior. Puerto Rican patients on the psychiatric ward will often play their radios at a volume much louder than is considered normal by the Anglo staff. This behavior on the part of the Puerto Ricans is typically labeled as manac behavior by the Anglo medical staff.

Dr. Blanco observes that the high incidence of personality disorders among Puerto Rican soldiers may have their roots in the environment in which they were raised. In many cases such soldiers have come from broken homes and neglected childhood. Many make the transition from "street boys" to soldiers overnight.

Dr. Blanco observes that in many cases Puerto Ricans do not get along well as a group with Black soldiers. (NOTE: Other interviewers contradict this observation.) He is not sure why this is so.

Dr. Blanco states, behavior of Puerto Ricans is often magnified from the Anglo point of view. Feelings and behavior are often more flamboyant. Puerto Rican soldiers are sometimes observed to weep when under emotional stress. Anglos typically see such behavior as regressive.

In Germany, Puerto Rican soldiers will rarely ask for help, states Dr. Blanco. There they have no family to take their problems to so they isolate themselves. Often they will stay in their rooms. They will not associate with their peers or co-workers. After a period of time their behavior is brought to the attention of their sergeants and they enter the medical evacuation chain.

Dr. Blanco has recently been appointed to a Task Force on Cultural Factors in Psychiatry. When interviewed he was planning on attending a conference entitled, "Education in Transcultural Psychiatry". The point of contact for the conference was Dr. Jeanne Spurlock, Director, Minority Fellowship Program, American Psychiatric Association, 1700 18th Street, NW, Washington, DC 20009, Telephone: (202) 797-4878. Proceedings from the conference could probably be obtained by contacting Dr. Spurlock.

Dr. Blanco observes that a few Puerto Ricans in a company often give the impression that there are a lot. Because such soldiers tend to be different from their peers they tend to stand out and their problems appear magnified.

Because many Puerto Ricans psychiatric patients, Dr. Blanco notes, tend to act out their communication behavior, many are labeled paranoid schizophrenics. Some play at being crazy in order to manipulate the system and get out of the Army. Some Puerto Ricans, he observes, cannot tolerate being separated from their extended family and, therefore, develop problems of adjustment to the Army. Some Puerto Rican psychiatric patients exhibit what Dr. Blanco terms "brief reactive psychosis." This, he explains, is abnormal behavior that comes and goes. It is a boardable diagnosis and often leads to administrative discharge.

Dr. Blanco states that he feels there would be fewer Puerto Ricans psychiatric cases if the Army would institute a "Welcome Course" explaining to them the American culture when they come in the Army. Such a course, he feels, would make the soldier feel welcome and wanted and would let them know that efforts are being made at high levels in the Army to help them understand the way of life and the culture of the Army.

Interview #5

SSG Harry Dobrick, Instructor, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

SSG Dobrick feels that if a Puerto Rican or Korean student is singled out of the class for individual instruction the rest of the class often think that soldier is not smart. Such soldiers, however, often require additional help, particularly with reading the materials required in the course.

Many times second language soldiers will ask questions in class that the instructor is unable to understand. The instructor, says SSG Dobrick,

will often have to have the question translated by a second language soldier whose English is better. It is by such a "buddy system" that many second language soldiers accomplish their training.

SSG Dobrick feels that except for their English, second language soldiers have no difficulty in their classroom performance. He notes that if they can't speak English well they soon develop a bad attitude. Poor attitudes, he notes, are prevalent in troops from the National Guard and the Reserve.

SSG Dobrick feels that, in general, Puerto Rican soldiers and Black soldiers do not get along well.

Interview #6

SFC Hutchkins, Instructor, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

SFC Hutchkins feels that second language soldiers often have different methods of learning material in Initial Entry Training Courses. Koreans, he says, tend to learn best by reading books. If they have a book and a dictionary they can translate it and learn the materials. In general, he says, Korean soldiers make good students.

Spanish speaking soldiers, he says, are often just the opposite. You need to teach them orally, he says, not by merely giving them a book. The school has, in the past, used Spanish speaking instructors when they were available. SFC Hutchkins notes that soldiers from some cultures place a great deal of value on "face" and pride. A student from a Middle Eastern culture, he notes, will not let a student of lower rank see his grade on a test if it is a low grade.

SFC Hutchkins notes that some Puerto Rican soldiers from New York will "try to get over on you." They will claim they have a language problem when in fact they do not.

SFC Hutchkins notes that in Advanced Individual Training students have little opportunity for punctuality to become a problem.

Interview #7

CPT Dennis James, A Company Commander, Student Brigade, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

CPT James says he feels that soldiers from Puerto Rico have less of a problem adapting to the Army than do many Anglo soldiers. Black soldiers and soldiers from the big cities "have had to adapt all their lives."

CPT James notes that soldiers from Puerto Rico often try to form cliques. He tries to break these up as often as he can. Nevertheless, Puerto Ricans tend to cluster together wherever they are.

Puerto Rican soldiers, CPT James states, are often very close to their families. This sometimes causes problems. CPT James notes that if a soldier from Puerto Rico learns of trouble in his family back home he may ask for a discharge. This is because such soldiers typically feel a great sense of responsibility for their families. There is a great deal of concern for the welfare of the extended family.

CPT James observes no differences between Puerto Rican and Anglo soldiers in the areas of punctuality, competition or cooperation.

CPT James notes that many soldiers identified as needing language training are placed into the BSEP program. Many Reservists and National Guardsmen from Puerto Rico resent being placed in BSEP programs and want out because such training lengthens the period of time they must remain in the training base. Being identified for the BSEP program is often seen as a "put down" by second language soldiers.

CPT James feels that the homesickness, which affects all new enlistees, has a much greater effect on soldiers from Puerto Rico.

Interview #8

PVT Kyung Cho (Korean), Trainee, Student Brigade, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

PVT Cho feels that he has adjusted to the Army quite well although he feels the Army has done him an injustice by placing him in the BSEP language program. He had studied English for 7 years including 1 year in college before joining the Army.

PVT Cho objects to what he terms "American slang" or what others would term vulgar language.

CRITICAL INCIDENT

PVT Cho relates an incident in which he had a confrontation with an Anglo trainee. The Anglo soldier referred to PVT Cho as a "SOB". PVT Cho pretended not to understand the meaning of this "American slang" in order to avoid a confrontation.

NARRATIVE

PVT Cho objects to the ridicule that is often directed towards him because of his language. He states that many American soldiers constantly joke about his English language abilities. He does not like this.

Interview #9

PVT Jose Sugranes (Puerto Rican), Trainee, Student Brigade, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

PVT Sugranes feels that some people in the Army do not like Puerto Ricans. He feels that Puerto Ricans are often discriminated against.

CRITICAL INCIDENT

PVT Sugranes states that once in the barracks an Anglo trainee was asleep when he was not suppose to be. The battalion Sergeant came into the barracks and simply told the trainee to wake up. Later when a Puerto Rican trainee was asleep, when he was not suppose to be the same Sergeant wrote the Puerto Rican up for disciplinary action. PVT Sugranes sees this as discrimination against Puerto Ricans.

NARRATIVE

PVT Sugranes notes that Puerto Rican soldiers stick together. He also observes that when a Puerto Rican gets mad he will sometimes fight rather than talk.

He feels that, in general, Puerto Ricans have better personal hygiene habits than do some Anglo soldiers.

CRITICAL INCIDENT

Once, after a hard days work, the Training Company returned to the barracks to find that there was no hot water for the showers. Despite this, the Puerto Rican trainees felt that they must shower. Consequently, they took their showers in the cold water. They were the only trainees to do so. The rest went to bed without a shower. PVT Sugranes could not understand how the other soldiers could go to bed dirty.

NARRATIVE

PVT Sugranes feels that Americans, in general, are not as friendly as are Puerto Ricans. On the other hand, he feels that American female trainees are more open and more friendly than are Puerto Rican female trainees. He states that Puerto Rican females are reserved even towards Puerto Ricans.

Interview #10

PVT Juan Colon (Puerto Rican), Trainee, Student Brigade, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

PVT Colon feels that the Drill Sergeants in Basic Training do not understand Puerto Rican soldiers. He states that many Americans, including Drill Sergeants, will not help the Puerto Rican soldiers. On the contrary, they often ridicule the poor English spoken by Puerto Rican trainees. If, on the other hand, the Puerto Ricans are speaking Spanish, the Anglo soldiers will typically say "don't talk that b-s- in here." Such comments make PVT Colon very angry.

CRITICAL INCIDENT

Once PVT Colon was attempting to communicate with another trainee, an Anglo. PVT Colon's English was very poor and he was making many mistakes. The Anglo soldier began to laugh at PVT Colon's lack of English language ability. This made PVT Colon very angry and he began to speak to the Anglo soldier in Spanish. This, in turn, made the Anglo very angry and he said "don't speak that b-s- in here." PVT Colon reported the Anglo soldier's behavior to his Sergeant and the Sergeant warned the Anglo soldier not to make fun of PVT Colon. PVT Colon notes however, that some Puerto Rican soldiers are "hot blooded" and would have reacted to a similar situation by giving the Anglo soldier a punch in the mouth.

Interview #11

PFC Armando Silva (Puerto Rican), Trainee, Student Brigade, Quartermaster School, Ft Lee, VA, 1 Jun 81.

NARRATIVE

PVT Silva, a graduate of the University of Puerto Rico with a degree of History, states that there is a big cultural difference that is encountered by Puerto Rican soldiers when they enter the Army. The big problem, he states, is language. Another big problem is adaptation to a different culture. PVT Silva notes that it is difficult to become accustomed to the change in climate, to the change in food, to the different styles of friendship and to the different concepts of family relations.

PVT Silva complains that Anglo Cadre often will not take the time to work with second language soldiers.

CRITICAL INCIDENT

PVT Silva was participating in weapons practice on the firing range. His Sergeant barked out instructions to the soldiers on the firing range. PVT Silva did not understand the Sergeant's instructions. PVT Silva raised his hand to request clarification of the Sergeant's instructions. The Sergeant, however, became furious. In turn, PVT Silva became angry at the Sergeant's reaction and did not understand it. PVT Silva very much resented the Sergeant's intolerance.

NARRATIVE

PVT Silva notes that often American trainees will use Spanish to make fun of trainees from Puerto Rico. The term "no comprende" is often heard in this context and almost uniformly makes the Puerto Ricans angry.

Interview #12

CPT Wilbert Lightfoot and CPT John Mixon, Officer Basic Course Division, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

CPT Lightfoot and CPT Mixon note that Puerto Rican Second Lieutenants in Officers Basic Courses often have problems of adjustment. However, these stem primarily from their level of English language abilities. The big problem, they say, is that of comprehension.

Interview #13

SSG Geroge Brown, Instructor, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

SSG Brown feels that soldiers from Puerto Rico are just like any other soldier. He states that they have no problems other than language.

SSG Brown does note that Puerto Rico soldiers tend to be reluctant to ask questions. He says that when they are working through the self-paced workbooks, common at the Quartermaster School, they will often have a problem but will keep on working until the instructor notices that they have a problem. They will not admit to the instructor that they have problems. SSG Brown attributes this to their being afraid of being transferred out of the course.

SSG Brown states that when he hears Puerto Ricans soldiers speaking Spanish he "knows" they are talking about him.

The Quartermaster School, says SSG Brown, has sometimes used Spanish speaking instructors to help Puerto Rican trainees.

He feels that Puerto Rican soldiers sometimes use language as a crutch to avoid unpleasant duties.

He states that Puerto Ricans get through Initial Entry Training by extensive use of the "buddy system."

Interview #14

SSG Robert Hess, Instructor, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

SSG Hess observes that Hispanics, in general, resent having to use the English language.

He notes that there is often a reluctance to ask questions for fear of admitting that they do not understand. He feels this stems primarily from peer pressure and also from having a furious pride that they must defend.

SSG Hess says that Spanish speaking NCO and the "buddy system" help Spanish speaking soldiers get through Initial Entry Training. His biggest problem, he says, is with soldiers from the Puerto Rican National Guard.

NARRATIVE

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He notes that some soldiers will use language as a crutch to avoid unpleasant duties.

SSG Hess states that many Anglos stereotype Hispanics on the basis of a bad experience with one or two of them in the past.

Interview #15

Chaplain (MAJ) Francis Duncan, Post Chaplain (Catholic), Ft Lee, VA, 2 Jun 81.

NARRATIVE

Chaplain Duncan states that second language soldiers face definite problems of cultural adjustment when they come into the Army. "The Army, he says, "has missed the boat for years." Cultural differences cause significant problems.

He notes that the Army tends to lump all "Hispanics" together. Puerto Ricans, Cubans, Mexican-Americans are all treated as one, he says.

Some trainees, he states, have a "not-in-a-hurry" attitude. They procrastinate. Many Anglo Drill Instructors, he says, do not understand this. This causes problems.

CRITICAL INCIDENT

A Puerto Rican female soldier had finished her training and was awaiting her assignment orders in the barracks. The orders were slow in coming. The soldier kept coming to her Sergeant over and over again asking where her orders were. Over a period of 3 days she asked "50 times." Finally the Sergeant told her to be quiet and not to ask him about her orders again. The soldier turned around and muttered to herself in Spanish. The Company Executive Officer overheard this interaction and chewed the soldier out. He states that her actions bordered on disrespect to a Noncommissioned Officer.

NARRATIVE

CPT Lumpkin states that soldiers from Puerto Rico encounter an entirely different style life in the Army. He feels that their relations to authority is different and that they are complacent in regards to time and to taking turns.

He feels that the BSEP English Language Program is defective and is deficient. He says that Puerto Ricans do not like the BSEP Program and beg to get out of it. He feels that the Puerto Ricans pride is hurt when they are identified as needing the BSEP Program.

CPT Lumpkin observes that Basic Training is "lock step" so most second language soldiers make it through. In Advanced Training, however, they tend to fall behind.

Interview #18

PFC Jorge Rosa (Puerto Rican), PFC Juan Negron (Puerto Rican), PVT Jose Guevara (El Salvadorian), PVT Marin (Puerto Rican), PVT Martha Castro (Ecuadorian), Trainees, Student Brigade, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

The trainees expressed a variety of adjustment problems. Several perceive that Anglo Cadre are prejudiced against them.

CRITICAL INCIDENT

Six soldiers from Puerto Rico and one from Mexico were together on the floor in the barracks. They were talking Spanish together. The Sergeant came in and started saying "bad things" about them. The Sergeant said "you f- Puerto Ricans do not understand English." The trainees perceived this as discrimination against Spanish-speaking soldiers in general and them in particular.

CRITICAL INCIDENT

One trainee from Puerto Rico had not received his Army pay for 2 months. He went to this Sergeant to ask for assistance. The Sergeant

Many second language soldiers, he observes, have a tendency to hold on emotionally to their families. This, they cannot always do. The separation from their family is often a large part of the anxiety experienced by these soldiers, he says. In many instances, they tend to adopt a "family" of peers. This might account for the tendency to clique together.

Army Chaplains, Chaplain Duncan states, must have an appreciation of cultural differences in order to adequately minister to second language soldiers and their families. For instance, ministers should anticipate that at a Hispanic baptism, there will be many, many friends. The minister must, therefore, provide plenty of room for this activity. In the military, this "family" may not be related at all. A surrogate family often emerges and is very tight knit. It is to this surrogate family that many second language soldiers turn to for help in time of need.

Interview #16

Chaplain (LTC) Widdel, Student Brigade Chaplain, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

Chaplain Widdel feels that second language soldiers have few problems other than the lack of language ability. He does not see culture to be a problem for those soldiers.

Interview #17

CPT Barry Lumpkin, Commander, S Company, Student Brigade, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

CPT Lumpkin states that the change of culture constitutes a tremendous problem for second language soldiers entering the Army. "Most of my problems, he says, "are with the Hispanic group." Cultural shock constitutes a major problem. Many second language soldiers, he says, are family oriented. The separation from their family hits them extremely hard.

Many soldiers, he says, particularly from Puerto Rico, have extreme pride. They try to prove themselves not to be inferior and therefore push themselves to the limit. Many such soldiers are extremely motivated and, he feels, will make excellent soldiers.

The tendency to speak Spanish often gets soldiers in difficulty.

CRITICAL INCIDENT

Two female soldiers from Puerto Rico routinely spoke Spanish in the barracks in front of their Sergeant. CPT Lumpkin perceives that they did this intentionally. Therefore, he ordered that they not speak Spanish in the presence of any cadre member.

refused to listen to him. The trainee was confused and angry. He felt that the Sergeant did not understand his problem and was unwilling to take the time to deal with it.

CRITICAL INCIDENT

One Puerto Ricans trainee stated that her Sergeant did not like her first name. Therefore, the Sergeant referred to her as "George." She did not like this at all.

NARRATIVE

The trainees feel that there is a lack of discipline in the Army. This is different from their previous expectations. They state that the Army is not prepared to go to war and that they are disappointed by the lack of discipline in the troops.

They do not feel they have a problem of punctuality. They recognize that time is different across cultures but feel they have successfully made this particular adjustment. The trainees feel that the best friends of Puerto Rican soldiers are Black soldiers. (NOTE: This contradicts the observation of other interviewers.)

Interview #19

SSG Efrain Martinez (Puerto Rican), Student, Quartermaster School, Ft Lee, VA, 2 Jun 81.

NARRATIVE

SSG Martinez feels that the change in culture is a definite problem for second language soldiers.

He states that people often laugh at the mistakes second language soldiers make when speaking English. For many hot tempered Puerto Rican soldiers, he says, this is hard to take and often causes them troubles. For others, he says, they try to avoid speaking English for fear of making a mistake.

SSG Martinez says that many Puerto Rican soldiers have a difficult time becoming accustomed to perceived radical prejudice they observe in the Army.

He says that in time of emergency Puerto Ricans encounter extreme anxiety and confusion because they often do not know what to do. In the case of family problems for instance, American soldiers have a greater knowledge of institutions which exist to assist them. Soldiers from Puerto Rico often are not informed.

SSG Martinez suggests that the Army institute classes on Puerto Rican culture and history for American cadre, in order to make them more effective in dealing with Puerto Rican soldiers.

He states that Puerto Ricans soldiers are often reluctant to go to outside experts for help. He states they have an extreme sense of pride which makes them tend to keep their problems within their family group. This, he says, causes them problems when they join the Army.

Interview #20

MAJ William Altorfer, Chief, Data Collection Division, Quartermaster School, Ft Lee, VA, 3 Jun 81.

NARRATIVE

MAJ Altorfer states that Puerto Rican Lieutenants often have more problems of adjusting to the Army environment than do their Anglo peers.

Interview #21

2LT Fred Merecardo (Puerto Rican), Student, Officer Basic Course, Quartermaster School, Ft Lee, VA, 3 Jun 81.

NARRATIVE

Lieutenant Mercardo states that it is very important for Puerto Rican Lieutenants to have a thorough knowledge of the English language before attending Officer Basic Course. In addition, he says, skills in oral comprehension, note taking, and reading comprehension are vital to success in Officer Basic Courses.

Interview #22

SSG Frank Lourence (Micronesian), Operations Sergeant; SSG Willie Maxwell, Field First Sergeant; SGT Tipo Toomalatai (Western Samoan), Platoon Sergeant, and SSG Alfredo Taitague (Guamanian), Platoon Sergeant, A Company, Quartermaster School, Ft Lee, VA, 3 Jun 81.

NARRATIVE

SGT Toomalatai states that Samoans are not accustomed to being placed in leadership positions. They are used to following. On the other hand, however, they do not want to be told what to do. They prefer, instead, to be asked.

All four Sergeants agree that the Army needs to provide some sort of training for cadre members and how to deal with second language soldiers.

SSG Maxwell states that it is often very frustrating dealing with soldiers from certain cultures. Some, he says, will tell you "yes yes" but they really don't understand. It takes times, he says, to deal with these soldiers. But Drill Sergeants often do not have the time. As a result, second language soldiers are often shunted aside. They understandably resent this.

SSG Maxwell notes that a continuing problem is soldiers from Puerto Rico speaking Spanish in the presence of non-Spanish speaking troops. The other troops, he says, uniformly feel the Puerto Ricans are talking about them and they resent it.

SSG Lourence states that there is often a lack of knowledge of other countries and cultures on the part of Anglo cadre members. This, he states, is often resented by second language soldiers.

CRITICAL INCIDENT

One day when SSG Lourence was in Basic Training he was on the firing range with the rest of his Training Company. At one point his Drill Sergeant turned to him and said "go get us some more ammo." SGT Lourence did not know what "ammo" was but he hurried away anyway. At some distance behind the range he located a pile of empty ammo boxes. He saw the word "ammo" stenciled on the side of the box. He picked up a box and took it back to the Drill Sergeant. Upon seeing the empty box, the Drill Sergeant became very angry with SSG Lourence and chewed him out. The Drill Sergeant accused him of being another Puerto Rican who could not understand English. SSG Lourence was quick to say "no Drill Sergeant, I am a Micronesian." The Drill Sergeant, in reply, said what the h- is that?" SSG Lourence resented the Drill Sergeants lack of knowledge of his country.

CRITICAL INCIDENT

When he was a junior enlisted soldier in Germany, SSG Taitague, had a Sergeant who referred to him one day as being a Hawaiian. SSG Taitague pointed out that he was not Hawaiian but, instead, a Samoan. His Sergeant, however, yelled "what the h- is a Samoan." SSG Taitague became so mad he started a fight with the Sergeant.

NARRATIVE

SGT Toomalatai notes that simple things which we take for granted often cause second language soldiers extreme difficulty and embarrassment.

CRITICAL INCIDENT

Just after he came in the Army, SGT Toomalatai, from Samoa, entered the mess hall to eat an American meal. He observed other soldiers using knives and forks to eat. Not being accustomed to such practices, however, he used his fingers in typical rural Samoa style. He soon became aware that this was not the excepted practice in the US.

NARRATIVE

The Sergeants stated that second language soldiers often have difficulties in using the bus system, the telephone system, in eating, in dressing, in becoming accustomed to differences in foods, in the use of hospital at

other facilities and in knowing when to be formal and informal. The Sergeants from Guam, Micronesia and Samoa state that time and punctuality are difficult things for soldiers from their cultures to become accustomed to.

The Sergeants note that someone ought to forewarn second language soldiers about what to expect when they enter the Army. For instance, in some cultures, yelling at people in order to get them to do something is not an expected manner of motivation. When soldiers from these cultures enter the Army and encounter Drill Sergeants yelling at them they are often confused and angered by this action.

SGT Toomalatai notes that the cultural background of certain second language soldiers requires them to be protective of females. This sometimes causes them difficulties.

CRITICAL INCIDENT

When he was a younger soldier SGT Toomalatai was participating in an informal game of co-ed football. One of the female soldiers in particular was very good. An American soldier on the opposite team had the football and was making an end run when the female soldier tackled him. He got up and cursed the female soldier. SGT Toomalatai ran up and told the American to "knock it off." The American, however, continued cursing. SGT Toomalatai was "forced" to hit the American to make him cease his verbal abuse directed towards the female.

NARRATIVE

SGT Toomalatai notes that the concept of equality of males and females encountered in the Army sometimes causes difficulties in adjusting for second language soldiers. For instance, he says, it really bothers Samoans and Puerto Ricans when they encounter female Sergeants. He states that many such soldiers feel that women simply do not tell men what to do. They don't think women belong in the Army much less in leadership positions. SSG Maxwell states that soldiers from such backgrounds need to be forewarned that they will encounter this in the Army.

The Sergeants note that second language soldiers often resent hearing their names mispronounced by Anglo Cadre. When his name is mispronounced in formation such soldiers sometimes refuse to acknowledge out of pride. Sometimes, however, the soldier is not really sure that is his name that is being called and, therefore, does not answer because he is afraid of embarrassment or criticism.

Interview #23

CPT Brian Smith, Commander, L Company, Student Brigade, Quartermaster School, Ft Lee, VA, 3 Jun 81.

NARRATIVE

Although lacking statistical evidences, CPT Smith intuitively feels that cultural differences cause adjustment problems for second language soldiers entering the Army. He notes that soldiers from Puerto Rico are, as a group, extremely proud individuals and are very sensitive about vulgar abuse they receive from Anglo Cadre. In many cases, he notes, such soldiers have violent reactions to this type of abuse. He also notes that soldiers from Puerto Rico are usually very conscious of their personal appearance. They keep their uniform sharp and their personal areas in good conditions.

Interview #24

1SG Sheppard, First Sergeant, L Company, Student Brigade, Quartermaster School, Ft Lee, VA, 3 Jun 81.

NARRATIVE

1SG Sheppard feels that cultural differences cause definite problems of adjustment for second language soldiers. He notes that many such soldiers have extremely close family ties. This he says sometimes causes problems.

He notes that in many cases Anglo soldiers do not understand or accept differences. This observation also extends to Anglo Cadre and instructors. This lack of understanding of other cultures, he says, often gives second language soldiers the impression that others do not care about them and feel that they are unimportant.

1SG Sheppard notes that many Anglo soldiers object when second language soldiers speak their own language among themselves. The impression, often times, is that the second language soldiers are speaking about the Anglo soldier. This, he says, is often the cause of barracks room fights.

Interview #25

PFC Oscar Romero (Puerto Rican), PVT Felix Rodriguez (Puerto Rican), PVT Jorge Batista (Puerto Rican) and PVT Fernando Condo (Puerto Rican), Trainees, Student Brigade, Quartermaster School, Ft Lee, VA, 3 Jun 81.

NARRATIVE

The trainees state that many times when they attempt to speak English they encounter ridicule from their Anglo peers. This makes them feel bad and causes them to withdraw from the group. They feel that they are often pushed aside by the larger group.

PFC Oscar notes that he would like to speak English more often but that none of the American soldiers try to talk with him. He feels reluctant to start conversations for fear of imposing on the other soldier and being ridiculed.

PVT Felix notes that his Drill Sergeant speaks and give instructions very rapidly. Very often PVT Felix does not understand what the Sergeant has said. PVT Conde agrees and states that Sergeants often will not slow down their rate of speaking because they believe that the Puerto Rican trainees are using language as a crutch to avoid details they do not wish to do. He says, however, that this is not so.

The trainees note that their Anglo Drill Sergeants often use American slang words which are difficult for them to understand and cuss words which they find very offensive.

The trainees note that they sometimes get in trouble with their Drill Sergeants for not during a job they have been told to do. They explain that it is not that they do not want to do the job, but rather that they have misunderstood the Sergeants instructions. They are, however, reluctant to ask their Sergeant for clarification. The trainees feel that they are sometimes taken advantage of because they do not know enough English to defend themselves. They admit that they usually keep their problems to themselves rather than making them known to an authority figure. The trainees perceive that they are often chosen for extra duties simply because they won't or can't complain.

The trainees are appalled at the lack of knowledge about Puerto Ricans and their culture that they have encountered in the Army. Says one, "they don't even know that we are citizens of the US."

Interview #26

LTC Littlefield, Director, Transportation Career Development Division and MAJ Saylor, Coordinator, Transportation Officer Basic Course, Transportation School, Ft Eustis, VA, 4 Jun 81.

NARRATIVE

This interview dealt with the performance of Puerto Rican Lieutenants in Transportation Officer Basic Course. They report that, in general, such Lieutenants do poorly. They try hard but often cannot perform adequately.

Interview #27

MAJ Jack Mayekawa, Chief, Academic Records Branch, Student Affairs Division, Transportation School, Ft Eustis, VA, 4 Jun 81.

NARRATIVE

This interview dealt with the performance of Puerto Rican Lieutenants in the Transportation Officer Basic Course. There have been problems.

Interview #28

Ms. Brenda Dawson, Education Specialist and BSEP Coordinator, Transportation School, Ft Eustis, VA, 4 Jun 81.

NARRATIVE

Ms. Dawson explains that Allied Officers attending Transportation School classes are required to score a 70 or better on the English Comprehension Level Exam.

Ms. Dawson attended the Cross Cultural Communication Course taught at the US Air Force Special Operations School, Hurlburt Field, FL 32544. She is very impressed with this course and feels it would help anyone who is in a position to deal with second language soldiers. (NOTE: The Course Director there is MAJ John Alman, AUTOVON 872-7224.)

Ms. Dawson also notes that Dr. Al Kramer at HumRRO has done considerable work on Cross Cultural Communication Training. His number is (703) 549-3611. (NOTE: I have met Dr. Kramer and have reviewed some of his Cross Cultural Training materials. His video tapes are the best such materials that I have seen in the field.)

Interview #29

CPT Ciscero Gainer, Social Work Officer and Dr. George Masotti, MD, Community Mental Hygiene Clinic, Ft Eustis, VA, 4 Jun 81.

NARRATIVE

Dr. Masotti states that adapting to the different culture they encounter in the Army is an extremely difficult thing for second language soldiers to accomplish. He feels that the Army constitutes a "double culture shock" for the soldiers.

CPT Gainer notes the soldiers from Puerto Rico, that they see in the Mental Hygiene Clinic, have particular difficulties adjusting to loneliness, separation from family, religious differences in customs, the lack of socialization, and their acceptance by females.

Dr. Masotti observes that behavior that "looks crazy to us is perfectly normal in other cultures."

CRITICAL INCIDENT

A female soldier from the Philippines was referred to the Community Mental Health Clinic because she was acting strangely. This soldier believed that certain people were possessed by spirits. One spirit she related was the "king of the dwarfs" who lived underground. Her belief in spirit possession seemed extremely abnormal from an American cultural viewpoint. However, from the prospective of her own rural Philippino culture such beliefs were the norm.

NARRATIVE

CPT Gainer notes that although we might be able to understand such behavior it is still disruptive. Disruptive behavior must be addressed in some manner.

Dr. Masotti notes that many soldiers from Puerto Rico are extremely close to their families, especially their mothers. In many cases, he notes, this stands in marked differences to the family relationships of many American soldiers.

Interview #30

CSM V. W. Treadwell, Command Sergeant Major, Student Brigade, Quartermaster School, Ft Lee, VA, 4 Jun 81.

CRITICAL INCIDENT

CSM Treadwell relates an instance where a Company Commander was giving a Puerto Rican trainee a good chewing out. In the middle of the reprimand, the Puerto Rican lowered his head and looked at the ground while the Lieutenant was talking to him. The Lieutenant, thinking he was being ignored by the trainee, became even more upset. SGM Treadwell notes that it is a common Puerto Rican characteristic to look down when one is being criticized by a superior.

NARRATIVE

CSM Treadwell notes that Puerto Ricans will often segregate themselves. This, he says, often causes resentment on the part of other troops.

CRITICAL INCIDENT

On Memorial Day weekend there was a big party at the NCO club. Arrangements had been made for disco music, beer and all kinds of food. However, there was nothing there that related specifically to the Hispanic culture. One Hispanic soldier came to the party with a large radio and several Hispanic tapes. He set his radio up in a corner and very soon a crowd of Hispanics were gathered around. The Hispanic group separated themselves and did not participate in the large Memorial Day festivities. It soon became evident that they were having a "party within a party." The other soldiers resented this.

NARRATIVE

CSM Treadwell observes that sometimes a Puerto Rican trainee will often pull away from his own Puerto Rican group.

CRITICAL INCIDENT

Two Puerto Rican soldiers were going through Advanced Individual Training. Their English was fairly well developed. The two soldiers

attempted, and were successful, in developing good friendships with several of the Anglo soldiers in their company. They began spending more and more time with the Anglo soldiers and less time with the group of Puerto Rican soldiers in the company. CSM Treadwell notes that such behavior is sometimes resented by the larger group of Puerto Rican soldiers.

NARRATIVE

The CSM states that he has always tried to have at least one Spanish-speaking Sergeant in every training company. He says that the Puerto Rican soldiers will look to that Sergeant for help rather than go to their own Platoon Sergeant. The implication is that the soldiers will make their problems known when there is no language barrier with which to contend.

The CSM observes that American troops resent Puerto Ricans soldiers speaking Spanish among themselves. He says that this is especially true when the Puerto Ricans get in a group and become loud. This is particularly resented by Anglo soldiers who are not accustomed to being around Hispanics.

CSM Treadwell notes that Puerto Rican soldiers often get lost around Post. For example, if he tells one to go to SATO they will often take off just as if they knew exactly where they were going. More often than not, however, they do not know what SATO is but are reluctant to admit that they don't know.

The CSM feels that Anglo Cadre need to receive some sort of training in how to deal with the Hispanic soldiers. He suggests a quick tape in which a Cadre member could sit down and learn about the basic cultural background of such troops. This, he says, would be a great help for Platoon Sergeants and Drill Sergeants.

The CSM notes that one of his disappointments with the Hispanic week held throughout the Army is that the Hispanic culture is not explained. He sees Hispanic week as being basically a superficial treatment.

Interview #31

Mr. Bill Brantley, Education Services Officer, Ft Lee, VA, 4 Jun 81.

NARRATIVE

Mr. Brantley gave a excellent overview of the BSEP Program to include many of the details and some of the problems inherent therein.

He notes that in the Ft Lee BSEP Program approximately 60% of the students are English-as-a-Second-Language students while the remaining 40% are Basic Literacy students. Due to lack of resources these two classes of students often have to be taught in the same classroom at the same time. He says that there is a great deal of peer instruction that goes on. The Basic Literacy students help the ESL students with their English and the

ESL students often help the Basic Literacy students with their arithmetic. The mix of ESL and Basic Literacy students, he admits, sometimes causes difficulties and antagonism.

Mr. Brantley notes that 73% of BSEP soldiers eventually graduate from Quartermaster AIT. This is true, he says, even though the English language ability of many of the students is poor. He notes that TRADOC has indicated that if BSEP can save 20% of the soldiers attending the courses, the program is cost effective.

Mr. Brantley notes that many soldiers from Puerto Rico try to use language as a crutch to avoid doing duties that they do not wish to do.

Interview #32

CPT (Dr.) Dwayne Marrott, Clinic Psychologist and CPT Freddie Floyd, Chief, Community Mental Hygiene Clinic, Ft Lee, VA, 4 Jun 81.

NARRATIVE

Most of the business at the Ft Lee Community Mental Hygiene Clinic comes from trainees as opposed to permanent party personnel. Most of these are command referrals. It is seldom that an individual soldier will come in for assistance on his own. Dr. Marrott and CPT Floyd note that soldiers from Puerto Rico often have extremely close ties to their families and, as a consequence, suffer from acute homesickness when they enter the Army. Such soldiers have a particularly close attachment to their mothers. They often feel a great responsibility to take care of their families and their mothers in particular. This highly developed sense of responsibility towards their family sometimes lead soldiers from Puerto Rico to manifest maladaptive behavior.

CRITICAL INCIDENT

A trainee from Puerto Rico came to believe that his family on the Island was having some trouble and felt that he must return to Puerto Rico to take care of them. His story was checked out and it was found that his family was fully able to cope with this situation without his assistance. The soldier, however, felt that it was his duty to go home and take care of his family. He became very anxious about the situation and very upset that he was not allowed to return home. Finally, his anxiety reached the point to where the soldier took an overdose of pills. He probably took this act as a gesture of frustration and possibly believing it would get him home.

NARRATIVE

Dr. Marrott and CPT Floyd note that soldiers from Puerto Rico are often prone to emotional outbursts. The emotionality of these soldiers are often misunderstood by Anglo Cadre.

CRITICAL INCIDENT

A Puerto Rican female trainee, for a variety of reasons, had not been doing well in her school work. She complained of being unable to concentrate on her studies. She became more and more frustrated. Finally, one night, the soldier was so upset at herself that she started beating her hands against the walls in her barracks. This demonstration of emotion was considered abnormal by the Anglo Sergeant who was in the barracks at the time. The soldier was subsequently referred to the Mental Hygiene Clinic.

This type of graphic demonstration of emotion is more the norm for Puerto Rican soldiers than for those from an Anglo background. The same behavior from an Anglo would be abnormal. However, considering the Puerto Ricans background, the trainees behavior was not out of line and was certainly not a Mental Hygiene problem.

NARRATIVE

CPT Floyd notes that any sort of cultural orientation that is being planned should give particular emphasis to the role of the family and the role of the mother in both the Anglo and Puerto Rican cultures. He notes that Puerto Rican soldiers often talk about their families and about their mothers in particular. American troops see this as evidence that the Puerto Rican is "attached to his mothers apron string". Such a perception often results in hostility, misunderstanding, the antagonism between the two groups of soldiers. CPT Floyd notes that the inability of Puerto Rican soldiers to get along or make friends with their Anglo peers just increases the cultural shock.

Dr. Marrott and CPT Floyd note that Puerto Rican soldiers do not go to helping agencies as preventative measures. Instead, when they have problems, they communicate by acting out their problems. The Unit Commander picks up on this communication and labels it non-adaptive behavior. He then refers them to the Mental Hygiene Clinic.

They note that Puerto Rican soldiers, as a rule, tend to have a relatively low frustration tolerance. But, because of language and cultural barrier, they often cannot or are reluctant to speak of their frustrations. Instead, they tend to act out their behavior.

They note that Puerto Rican soldiers often have a large amount of self-worth and self-esteem. This is manifested, in many cases, in "Macho" behavior on the part of male Puerto Rican soldiers. When these soldiers do not perform well in training, they often take it extremely hard. Puerto Rican soldiers are very aware of how they are perceived by others. Their own self-perception and how they feel others perceive them is extremely important to Puerto Rican soldiers.

Dr. Marrott and CPT Floyd note that when Puerto Ricans have problems they tend to identify "the Army" as the source of the problem as opposed to any particular individual.

CPT Floyd notes that sometimes the wives of Puerto Rican soldiers will try to "Americanize" the relationship with their husbands. The husband-wife relationship in Puerto Rico is sometimes very different from that of Anglo culture. This attempted Americanization then sometimes causes severe problems within the family. Dr. Marrott notes that statistically, people from lower social economic groups tend to have a more frequent diagnoses of psychiatric conditions than do others. He suggests this might be a way of explaining the apparently higher incidence of psychiatric disorders among Puerto Rican Veterans. He notes that the Minnesota Multi-Phasic Inventory (MMPI), was not normed on a Puerto Rican population. He says that a LTC Fishburn is currently norming the MMPI on a military population. LTC Fishburn is using 5,500 troops to do this. Dr. Marrott does not know whether or not the Puerto Rican soldiers are included in this sample or are given separate consideration. This military norming of the MMPI is being done at Walter Reed Army Medical Center.

Interview #33

Ms. Cheryl Fisher, Test Proctor; Ms. Lucy Brown, Instructor; Mr. Oliver Thomas, Instructor and Mr. Herb Fitzell, Assistant Educational Services Coordinator, BSEP Program, Ft Lee, VA, 5 Jun 81.

NARRATIVE

Mr. Fitzell notes that the Armed Services Vocational Aptitude Battery or ASVAB Test is a problem. He feels that the test, as it is now administered, does not accurately reflect the intelligence of second language soldiers. He notes that most second language soldiers do poorly on the ASVAB with many not even attempting more than half of the test questions. He does not believe there is a Spanish translation of the ASVAB. He notes that the GT score is composed of two components of the ASVAB, work knowledge and arithmetic reasoning. Word knowledge is, of course, dependent upon knowledge of the English language. The arithmetic reasoning portion of the test is also heavily influenced by English Language Competency in that many of the problems are word problems.

Mr. Fitzell states that it takes longer to deal with second language soldiers than it does to deal with Anglo soldiers. Unfortunately, many Cadre members either do not want or are unable to take the extra time required. Because they do not readily understand instructions Puerto Rican soldiers are often labeled as "dumb dumbs". After awhile, he says, many Puerto Rican soldiers will give up and will actually play the part of a dumb dumb.

Mr. Fitzell notes that non-verbal communication patterns often cause difficulty for second language soldiers. One such non-verbal pattern is staring behavior.

CRITICAL INCIDENT

An Anglo soldier and Puerto Rican soldier, both attending a BSEP program, became involved in an argument after class. The Puerto Rican soldier accused the Anglo soldier of being a homosexual. The basis for his

allegation was that the Anglo soldier kept staring directly at him. The Puerto Rican explained that in his culture people avoid staring directly at each other and those that do are often thought of as being homosexual.

NARRATIVE

Mr. Fitzell notes that touching behavior is another form of non-verbal communication that differs across cultures. He observes that when talking among themselves Puerto Ricans will engage in much contact with each other. He believes, however, that when interacting with Anglos, Puerto Ricans tend not to engage in such touching behavior.

CRITICAL INCIDENT

A Puerto Rican soldier enrolled in the BSEP Program stayed behind after class one day to obtain clarification of a subject from his instructor. The Puerto Rican was expressing his dissatisfaction at his perceived lack of progress in the BSEP program. The Anglo instructor, in a act of encouragement, put his arm on the shoulder of the younger Puerto Rican soldier and told him he was doing well. Down the hallway a group of other Puerto Rican soldiers observed the Anglo instructor with his arm on the shoulder of the Puerto Rican trainee. The group of Puerto Ricans began laughing. The Puerto Rican soldier was very embarrassed by the entire incident.

NARRATIVE

Ms. Fisher notes that the way Puerto Rican male soldiers relate to members of the opposite sex and express their interest sometimes makes for uncomfortable interactions.

CRITICAL INCIDENT

Each morning as she came to work, Judy, a young Anglo female staff member in the BSEP program, entered the building and walked down a hallway to get to her office. One day as she entered the building, a group of Puerto Rican soldiers were in the hallway waiting for their English language class to begin. As Judy walked past this group of soldiers she heard numerous whistles and comments in Spanish. She was very uncomfortable about the whole incident. The next morning the pattern was repeated. Judy could not understand Spanish but she had a good idea of the meaning of the comments that were being made. By the end of the week she could not stand it any longer and changed her entire pattern of getting to work in the morning so as to avoid walking by the group of Puerto Rican soldiers in the hallway. She was very distressed and insulted by the actions of these Puerto Rican troops.

NARRATIVE

Ms. Fisher notes that Puerto Ricans have a furious nationalistic spirit. To them, she says, we are gringos. The extent to which this nationalistic pride manifests itself in communicative behavior sometimes causes misunderstandings.

CRITICAL INCIDENT

A female soldier from Puerto Rico received a present in the mail from her mother. The package contained a small Puerto Rican flag. The female Puerto Rican brought the flag into her BSEP class to show her instructor. The instructor asked her if he could have the flag to display in his office. The Puerto Rican soldier readily agreed but before giving the flag to her instructor she carefully unfolded it and kissed it. There were several Anglo soldiers in the classroom who observed this small ritual. Their reaction was one of disgust.

CRITICAL INCIDENT

When teaching an English-as-a-Second-Language class an Anglo instructor was surprised at the display of the Puerto Rican nationalistic spirit she observed in her classroom. She would enter the classroom in the morning to find the words "Viva la Puerto Rico" written in large letters across the blackboard. On another day she would find a detailed map of the Island of Puerto Rico written across the blackboard. She interpreted these as indications of the intense patriotic spirit of her Puerto Rican students.

NARRATIVE

Ms. Brown states that in some cases Puerto Rican soldiers will communicate directly and forcefully through actions. These actions will sometimes land them in trouble.

CRITICAL INCIDENT

In a BSEP class a Puerto Rican female soldier was bad mouthing her Anglo female instructor. A Puerto Rican male soldier in the same class addressed his female classmate and told her if she did not stop bad-mouthing the instructor he would slap her. Everyone knew the soldier was serious because he had slapped another girl a few weeks before and had gotten in a lot of trouble for his action. The female Puerto Rican ceased bad-mouthing the instructor.

NARRATIVE

Mr. Fitzell notes that Puerto Rican females seem to be subservient to males. This subservience, however, appears to be limited to males from Puerto Rico. He notes, that in some cases, it might come as a surprise for Puerto Rican males to find that the average Anglo female is not subservient to men. Ms. Fisher notes that in some cases Anglo instructors are surprised at the "loose morals" of some Puerto Rican soldiers.

CRITICAL INCIDENT

In an English language conversation class, one Puerto Rican male soldier told the class of his wife and child at Ft Dix. However, he was stationed at Ft Lee. He told the class that while at Ft Lee he had several girlfriends with whom he was intimate. He did not attempt to hide these relationships and, in fact, was apparently quite proud of them. This "immoral" conduct was shocking for the Anglo instructor.

NARRATIVE

Ms. Brown and Mr. Thomas agree that culture is often a big problem for second language soldiers. They state that there is a big need for these soldiers to understand the culture into which they are coming. Standards of morality and propriety, they say, is one thing that needs to be understood.

CRITICAL INCIDENT

In an English language classroom, a Puerto Rican soldier talked openly about the "girlfriend" he had on post. The soldier did not conceal the fact that he was married and had a wife in Puerto Rico. Because the soldier was educated (he had taught at the University of Puerto Rico), the Anglo students in the class shook their head in disbelief. They could not understand the openness of the Puerto Rican in admitting that he was married and "cheating" on his wife.

NARRATIVE

Ms. Brown and Mr. Thomas note that Puerto Ricans are, in general, rather noisy people. The volume of their communication interactions often constitutes annoyance for American soldiers.

CRITICAL INCIDENT

In a BSEP classroom containing both Anglo and Puerto Rican soldiers, a group of Puerto Ricans were talking among themselves. Their conversation became quite loud and animated. An American soldier sitting in front of them preparing for the class turned around and angrily asked them to be quiet. The American was irritated by the loud conversation behind him and the Puerto Ricans were irritated at the perceived rude behavior of the American.

CRITICAL INCIDENT

In a BSEP classroom an Anglo instructor was working with an Anglo soldier on vocabulary. Two Puerto Rican soldiers sitting in the back of the room were engaged in a normal conversation. Their "normal" conversation, however, was quite loud and disturbing. The American soldier was unable to concentrate and became extremely irritated with the behavior of the Puerto Ricans. He perceived their loud talk as being extremely inconsiderate.

NARRATIVE

Ms. Brown and Mr. Thomas observed that their largest problems seemed to come from Puerto Rican soldiers who are members of the Reserves or the Puerto Rican National Guard. Such soldiers, they say, resist attending BSEP classes and do not understand why they are required to attend. These soldiers often argue that they will return to Puerto Rico and there is no requirement in their Reserve or National Guard units to speak English.

Ms. Brown and Mr. Thomas state that Puerto Rican soldiers often feel that they are looked down upon by Anglo soldiers. As a consequence, they often push themselves to higher levels of achievement.

CRITICAL INCIDENT

In a BSEP program Puerto Rican and Anglo soldiers were in the same classroom. The Puerto Ricans felt that the Americans looked down upon them because of their relatively poor English language abilities. This was particularly irritating for one Puerto Rico soldier who had attended college. As a consequence, he took every opportunity to volunteer the right answer. He continually sought recognition of his educational attainment. His actions became extremely annoying to the Anglo soldiers in the classroom.

NARRATIVE

Ms. Brown and Mr. Thomas note that, as a rule, Puerto Ricans are very polite but sometimes they simply do not understand what is considered proper and improper in this culture.

CRITICAL INCIDENT

In one BSEP class Puerto Rican and Anglo soldiers received the same instruction. The Instructor noted that there always seemed to be a lot of talking in the class. Some of the Puerto Rican soldiers, because of their lack of English language abilities, often missed a teaching point or instructions. They would ask their Puerto Rican peers, those with better English abilities, for clarification while the instructor continued his lecture. The Americans in the classroom, including the instructor, saw such actions as rude and disrespectful.

NARRATIVE

Ms. Brown and Mr. Thomas note that Puerto Ricans are very loyal to one another and will take up for one another.

CRITICAL INCIDENT

An Anglo male soldier and a Puerto Rican female soldier approached a doorway. The Anglo soldier, preceiving himself as a gentleman, opened the door for the Puerto Rican female soldier to pass through. On the other side of the door was a Puerto Rican male soldier who made fun of the female

soldier for allowing the door to be opened for her. The Anglo soldier stood up for the female soldier. A fight ensued. All three soldiers were eventually taken to the Company Commander's office to explain the incident. In the Commanders office the Anglo soldier was very surprised to find that the Puerto Rican female soldier took sides with the Puerto Rican male soldier. He was confused and dismayed by her actions.

NARRATIVE

Ms. Brown and Mr. Thomas state that soldiers from Puerto Rico often have a distorted view of distance in the US. This sometimes causes them embarrassment and expense.

CRITICAL INCIDENT

A group of Puerto Rican soldiers attending training at Ft Lee, VA, south of Richmond, had a free weekend. They decided that they would like to go to Virginia Beach. However, they had no car. The soldiers decided that they would take a taxi to the beach. When the American instructor learned of their plan he informed them that Virginia Beach was over 75 miles away and that a taxicab would be very, very expensive. The Puerto Ricans were very surprised to learn of the distance to the beach.

NARRATIVE

Ms. Brown and Mr. Thomas note that Puerto Rican soldiers learning English are prone to use vulgarities. The Puerto Ricans, they explain, are merely mimicking their Sergeants. They pattern their verbal expressions off of what their leaders say. All too often their Sergeants are prone to use vulgarities in everyday speech. Thus, the Puerto Rican soldiers see such language as an expected norm of behavior and one to be imitated.

Some American soldiers, Ms. Brown and Mr. Thomas state, are very surprised to encounter second language soldiers in the Army. All too often, they say, this surprise is quickly transformed into antagonism and resentment.

CRITICAL INCIDENT

One Anglo soldier was particularly annoyed at the loudness of the conversations of the Puerto Rican soldiers in his class. He complained to his instructor that "these people sure don't show respect." The Anglo soldier greatly resented the loud talk of the Puerto Ricans. He said "I never would have come into the Army if I had known these people were here."

NARRATIVE

Ms. Brown and Mr. Thomas explained that other Hispanic soldiers are quick to point out that they are not Puerto Ricans. Nevertheless, these soldiers will often clique together with the Puerto Ricans.

Ms. Brown and Mr. Thomas observed that the "moral principles" of many Puerto Rican soldiers do not conform with those of the Anglo community in general. They explained that many Puerto Rican soldiers will profess Christianity but will talk openly of "kept woman" and children out of wedlock with no thought that such behavior is morally wrong. Americans, they say, feel that such behavior is very inconsistent. Many Americans, they feel, think that Puerto Rican soldiers are hypocrites.

CRITICAL INCIDENT

One Puerto Rican soldier, who was married, came back from a weekend openly bragging about the good time he had had with his "girlfriend". This open admission of "immoral" behavior seemed to the Americans present to be quite strange.

Interview #34

CPT Walter Washington, Chief and SSG Ferguson, NCOIC, International Student Office, Quartermaster School, Ft Lee, VA, 5 Jun 81.

NARRATIVE

This interview concerned problems of adaptation encountered by Allied Military Personnel attending classes at the Quartermaster School.

Interview #35

CPT Brenda Gamble, Commander, Company R, Student Brigade, Quartermaster School, Ft Lee, VA, 5 Jun 81.

NARRATIVE

CPT Gamble notes that Puerto Rican soldiers are, in general, more disciplined than are their Anglo peers. In fact, they are often disappointed at the lack of discipline they encounter in the Army.

She notes that Puerto Rican soldiers are often embarrassed to use their English language skills. They are afraid of making a mistake. Often soldiers wish to bring an interpreter with them when talking with the Commander. Some soldiers from Puerto Rico, she says, use language as a crutch to avoid certain duties.

CPT Gamble notes that Puerto Rican soldiers are usually very neat, very clean and have a great deal of pride in their personal appearance.

CPT Gamble notes that soldiers from Puerto Rico often see themselves forced to take certain actions in order to maintain their "macho" image in front of their peers.

CRITICAL INCIDENT

An Anglo Platoon Sergeant had several Puerto Rican soldiers in his Platoon. The Sergeant was trying to learn Spanish and had picked up a few words on his own. One day as he was walking by a group of Puerto Ricans, speaking Spanish in the barracks, the Sergeant heard one of the Puerto Ricans use the word "feo" in regards to him. The Sergeant knew that "feo" meant "ugly". The Sergeant stopped and told the Puerto Rican soldier who had used the word to give him 10 pushups. The soldier, however, refused to comply with the Sergeant's order. The Sergeant took the soldier to see the Commanding Officer. In front of the Commander the soldier admitted that he was wrong and should have done the pushups. He stated, however, that he could not submit to the Sergeants order in front of his Puerto Rican peers.

NARRATIVE

CPT Gamble notes that some soldiers from Puerto Rico have a difficult time relating to women in authority positions in the Army.

CRITICAL INCIDENT

A female Company Commander gave an order to a newly arrived Puerto Rican trainee. The Puerto Rican refused to comply with the order. He stated "no woman is going to tell me what to do." Because the Commander was a woman, the soldier refused to comply with her order. The Commander took the soldier into her office and had a long her with him. She explained the situation and the consequences of his continued refusal to obey a direct order. The soldier eventually accepted the situation although only temporarily. Because he was in the Puerto Rican National Guard and would be returning to the Island upon completion of his training, he could rationalize to himself that he was accepting the authority of a woman on a temporary basis only.

NARRATIVE

CPT Gamble notes that soldiers from Puerto Rico tend to have a postive self-image of themselves and a need to maintain face in front of their peers. This tendency often causes them problems.

CRITICAL INCIDENT

An Anglo Platoon Sergeant was standing in front of the Platoon formation one morning. He was giving instructions to the Platoon and reprimanding various members for failure to comply with previous instructions. The soldier, however, did not accept the reprimand and became very defiant with the Sergeant. A shouting match between the Sergeant and soldier quickly developed. About that time the Company Commander walked by and observed the interaction. The Commander called both the Sergeant and the soldier into her office for a counseling session. Once separated from his Puerto Rican peers, the soldiers defiance evaporated. The soldier admitted that he was wrong but stated that he could not make such an admission in front of his peers.

NARRATIVE

CPT Gamble observes that the influence of family on the lives of Puerto Rican soldiers is often very pronounced. The extent of such an influence is often not understood by Anglo soldiers.

CRITICAL INCIDENT

A Puerto Rican female soldier met and fell in love with an Anglo soldier during Initial Entry Training. The Anglo soldier eventually asked her to marry him. The girl was overjoyed and wanted to marry him very much. When she told her family in Puerto Rico, however, they strongly objected to her intentions and refused to grant her permission to marry. Even though she was of age, the Puerto Rican female broke the engagement. Her Anglo fiancée could not understand why the mere objection of her family would cause her to reconsider her marriage plans. He was extremely hurt and upset by the incident.

NARRATIVE

CPT Gamble notes that soldiers from Puerto Rico often clique together and will stand up for one another. This extreme loyalty to the group often causes problems.

CRITICAL INCIDENT

A group of Puerto Rican soldiers were eating lunch in the Post Snack Bar. In the group were several Puerto Rican female soldiers. A Black American soldier came into the snack bar and walked up to a group of Puerto Ricans. He was going with one of the Puerto Rican female soldiers. He began to give his girlfriend a "hard time". The Puerto Rican males objected to his actions. Hot words were exchanged. Eventually the Puerto Rican group got up and left the snack bar. They waited outside until the Black soldier emerged along with several of his friends. A riot almost occurred but the situation was saved by a Puerto Rican from New York who intervened and averted a race riot.

NARRATIVE

CPT Gamble notes that soldiers from Puerto Rico often seem to have better personal hygiene habits than do many Anglo soldiers. These different standards of personal hygiene sometimes causes problems.

CRITICAL INCIDENT

A Puerto Rican soldier came to her Company Commander to complain about a serious personal hygiene problem with her roommate. The soldier stated that her roommate had serious body odor problems and that she could no longer be her roommate. The Company Commander responded by moving the American soldier to another room. Her new roommate was an American. That is the last the Commander heard about a personal hygiene problem with the American soldier.

NARRATIVE

Soldiers from Puerto Rico, CPT Gamble notes, are often extremely concerned about cleanliness. It is very common to find air deodorizers stuck on the locker walls of Puerto Rican student soldiers. Such soldiers are "always spraying deodorant around."

CPT Gamble says that the non-verbal expressions of Puerto Ricans sometimes differ from those of Anglo. This is especially true, she says, in the area of eye contact. She notes that Puerto Ricans will usually look at the floor when they are being reprimanded by a Senior Officer. Because of her experience she knows that this behavior is typical of Puerto Ricans and that by looking down they are showing their respect for her. Other Anglos, however, might interpret such behavior as showing disrespect and inattention.

She notes that Puerto Ricans tend to be more emotional than do their Anglo peers. For example, when she reprimands Puerto Rican female soldiers they will usually cry. Such behavior is not that common with Anglo female soldiers.

CPT Gamble notes that Puerto Ricans often speak Spanish among themselves in the barracks. This really "bugs" the other troops in the barracks. The American troops, she says, get paranoid when they hear Spanish and always assume that the Puerto Ricans are talking about them.

CPT Gamble notes that some Puerto Rican soldiers will use language as a crutch to avoid duties. The clever commander, she implies, will devise ways of seeing through this.

CRITICAL INCIDENT

An Anglo Company Commander instructed a Puerto Rican soldier to do a rather unpleasant task. The Puerto Rican replied "no comprende." The Commander shrugged her shoulders and walked off with her Sergeant mumbling half under her breath "okay Sergeant put him on extra duties." On hearing this the Puerto Rican came running up to them saying "what did I do?" The Commander took this as evidence that the soldier really did understand English but was simply using it as a crutch to avoid the unpleasant duty.

NARRATIVE

CPT Gamble notes that there is a tendency to class all Spanish-speaking soldiers together in one group. Such action, she says, is often very upsetting to many Hispanics.

CRITICAL INCIDENT

During Hispanic week an Anglo Company Commander decided to decorate the dining room. A student from Puerto Rico had a Puerto Rican flag. The Commander borrowed the flag and hung it in a prominent place in the dining

room. The Puerto Rican soldiers were very happy to see their flag so prominently displayed. Also in the company, however, was a soldier from Mexico. This soldier became very upset when she entered the dining hall and failed to see any decorations relating to Mexico. The soldier broke down and cried.

Interview #36

PFC Aris Gonzalez (Puerto Rican), PFC Luis Alvarado (Puerto Rican), PVT Henry Camacho (Puerto Rican-New York), PVT Jaime Lopez (Puerto Rican-New York), Trainees, Student Brigade, Quartermaster School, Ft Lee, VA, 5 Jun 81.

NARRATIVE

PFC Gonzalez states that Puerto Ricans in the Army are often subject to various forms of discrimination. He complains that Drill Sergeants will not help Puerto Rican trainees. The Sergeants, he says, forces him to speak English. When Puerto Ricans speak Spanish, the Sergeants yell at them and make them do push-ups. The Puerto Rican trainees resent being compelled to speak English. They say that it does not feel comfortable for them to speak English when talking with other Puerto Ricans, particularly Puerto Ricans who do not have a good command of English. They prefer, instead, to communicate with each other in the language in which they are all most fluent.

The trainees state that when problems develop at home they are unable to concentrate on the job at hand. They feel that the American cadre members do not have an appreciation of their family problems. They see this as insensitivity.

The trainees feel that Puerto Ricans are "blamed for everything." When they do something wrong their Sergeants "make a big deal out of it," but when they do something right no one praises them.

The trainees state that Anglo cadre members often will not take the time to help them.

CRITICAL INCIDENT

An Anglo Cadre member was giving instructions to a Puerto Rican female trainee. The trainee did not understand the instructions and asked for clarification. The Anglo Sergeant was in a hurry, however, and did not have time to give the instructions again. He said "Oh, just forget it." The Puerto Rican trainee was very upset at this reaction and felt neglected by the Sergeant.

NARRATIVE

PVT Camacho notes that the non-verbal expressions of Puerto Rican trainees are sometimes misunderstood by Anglo cadre members. He explains that when Puerto Ricans are criticized or reprimanded they will often look

down at the floor as an expression of shame and as a way of showing respect to a superior. Many times, however, this behavior is seen by Anglo Drill Sergeants as showing just the opposite, i.e. as showing disrespect. The trainees state that sometimes American soldiers seem not to have as much pride in group performance as do Puerto Ricans.

CRITICAL INCIDENT

A platoon of trainees containing both Puerto Rican and Anglo soldiers was given a task. The Platoon performed poorly on the task. The Puerto Rican trainees were ashamed of the performance of the platoon and felt badly about it. Their Anglo peers, however, laughed off the mistakes and did not take the situation poorly at all. The result of this reaction was that the Puerto Rican trainees lost respect for their Anglo peers.

NARRATIVE

The trainees state that they have no problems with punctuality in the Army. They explained that the standards of punctuality are different between the Army and some parts of the Puerto Rican culture. However, they understand the rules of punctuality in the Army and have no trouble complying. They say the same is true of encountering women as authority figures in the Army. Once they understand the rule of behavior, they say, they have no trouble adapting. For instance, they encountered women Drill Sergeants in Basic Training. They knew that the rule was that they were to obey the Sergeant regardless of sex. They explained that it was sometimes hard to adjust to obeying the orders of a woman but "we are in the Army so it is okay."

Interview #37

1SG Hattchett, First Sergeant; SSG Taylor, Platoon Sergeant; SSG Jones, Platoon Sergeant; SGT Clayton, Platoon Sergeant; SSG Williams, Platoon Sergeant and SGT Matthews, Platoon Sergeant; Company R, Student Brigade, Quartermaster School, Ft Lee, VA, 5 Jun 81.

NARRATIVE

The Sergeants state that, in general, they have few disciplinary problems with Puerto Rican troops. The Puerto Ricans are, for the most part, very respectful. They are clean neat troops who take a great deal of pride in their personal appearance. They have a tendency to group together because they feel more comfortable. They do not tend to bother other troops. Puerto Ricans often are ashamed of their lack of English language ability and are reluctant to use their English. Instead, they often look to interpreters who will help them to communicate.

The Sergeants note that they are often irritated by Puerto Rican soldiers muttering Spanish under their breath. They feel that the troops are sometimes talking about them but they cannot understand. They also feel that some Puerto Rican soldiers use language as an excuse to avoid certain duties.

CRITICAL INCIDENT

One morning an Anglo Drill Sergeant was talking to his troops in formation. He singled out one Puerto Rican trainee for criticism because the trainee had not made his bed that morning. After being reprimanded the trainee simply stood there showing no reaction whatsoever. The Sergeant was not sure whether or not it was because he did not understand the reprimand or that he was simply being defiant. The Sergeant became very angry with the trainee.

NARRATIVE

1SG Hattchett believes that the change of culture encountered by second language soldiers in the Army constitutes a problem for these soldiers.

SGT Clayton complains that when he is giving a reprimand to a Puerto Rican soldier, the soldier will often look away or look down. He feels that the soldier is not paying attention and is showing him disrespect. This often makes him angry at the soldier.

The Sergeant states that some Puerto Rican troops have difficulty working as members of a larger team. When they are assigned a job to do involving just Puerto Ricans they do fine. But sometimes, a larger group, they do not pull their own weight.

One Sergeant explains that non-verbal expressions sometimes cause difficulties for second language soldiers. One such area involves bodily contact.

CRITICAL INCIDENT

A Guamanian female soldier was going through training. She was a very "touchy" person. When she talked with her American female peers or joked with them she was always touching and putting her arms around them. To her, this was a show of good natured affection. The American girls, however, objected to this. They withdrew from the Guamanian because they felt threatened by her.

NARRATIVE

A Sergeant states that if an Anglo cadre member will show a little respect and understanding of the Puerto Rican culture and the Spanish language he will be more successful in motivating Puerto Rican soldiers.

CRITICAL INCIDENT

An Anglo Sergeant was supervising an area police detail. He noticed several Puerto Rican trainees standing around "jabbering in Spanish." The Sergeant's impulse was to yell at them. However, he decided to try to use some of the little Spanish that he knew with them. Even though his communication was not perfect, the attitude of the Puerto Ricans completely

changed and they immediately got to work. He felt that he had increased his esteem in the eyes of the Puerto Rican merely by his attempt to use Spanish.

NARRATIVE

The Sergeant states that the conduct and role of women in the Army sometime causes adjustment problems for second language soldiers.

CRITICAL INCIDENT

Three Puerto Rican female soldiers were in Basic Training together. They had been raised in a fairly protected environment in Puerto Rico with relatively minimal contact with members of the opposite sex. The three trainees were with each other all the time. Even after duty hours they were always in each others company. If a male wanted to talk with one of the soldiers he had to talk with all three. They felt a need for protection and support.

CRITICAL INCIDENT

A trainee from Korea was very surprised to find that he had a female Drill Sergeant. One day the Drill Sergeant told the soldier to police the area. The Korean trainee just stood there. The Sergeant repeated her order. This time he did it but it was extremely difficult for him to comply with an order given by a female.

NARRATIVE

The Sergeant states that sometimes soldiers from Puerto Rico will take a hand in disciplining themselves.

CRITICAL INCIDENT

One night a Puerto Rican male trainee returned to his barracks in an inebriated condition. His behavior was disrupting his bay area. The bay guard brought him downstairs to the CQ room. The CQ threaten to call higher authorities unless the soldier straightened up. At that point a Puerto Rican female soldier came in grabbed her male Puerto Rican peer and slapped him hard in the face. She spoke Spanish to him for about 5 minutes. The male soldier broke down and cried. The Anglo trainees were surprised at both the aggressiveness of the female and the emotionality of the male.

NARRATIVE

The Sergeants note that soldiers from Puerto Rico are, as a rule, quick to anger. If a Puerto Rican soldier vents his anger verbally it will almost always be in Spanish. If, however, the other person does not understand Spanish the Puerto Rican will often vent his anger by direct physical action.

CRITICAL INCIDENT

In one platoon of trainees there was only one soldier from Puerto Rico. His English was not very good. One day an American soldier said something to him. The Puerto Rican, as he was often forced to do, said "I don't understand." The American replied in a disgusted tone of voice "you dumb Puerto Rican." The Puerto Rican soldier understood this comment and immediately replied by smashing the Anglo soldier in the face.

NARRATIVE

The Sergeants note that many soldiers from Puerto Rico are extremely sensitive to verbal abuse. Verbal abuse often triggers a violent reaction on the part of some Puerto Rican troops.

CRITICAL INCIDENT

In the barracks one evening a Puerto Rican trainee and an Anglo trainee were involved in a heated discussion. At one point the Anglo referred to the Puerto Rican as a "m-f-." The Puerto Rican immediately struck the Anglo with his fist. A fight ensued.

NARRATIVE

The Sergeants note that Anglo soldiers will argue, where Puerto Rican soldiers will fight. This is probably a consequence of the relative fluency in English language ability. It is difficult to argue in a language in which one is not fluent.

The Sergeants state that many Puerto Rican soldiers are reluctant to come to them with their problems. If they have a problem, they say, they keep it within their own Puerto Rican group, within the "family."

CRITICAL INCIDENT

A Puerto Rican soldier in Advanced Individual Training had a serious problem. His wife, a Nigerian, was having difficulty obtaining entrance into the US. This problem was on the soldier's mind all the time and made it difficult for him to concentrate on his training. The soldier was in the company for 1½ months before his Platoon Sergeant even knew that he had a problem. He kept the problem to himself and sought advice only from other Puerto Rican trainees.

Interview #38

CPT Pete Jurusik, Commander, D Company; 2LT Dave Vaden, Executive Officer, E Company and 1SG McDonald, C Company, Third Battalion, Infantry Training Brigade, Ft Benning, GA, 8 Jun 81.

NARRATIVE

CPT Jurusik states that the greatest problem facing Puerto Rican trainees is language. This is particularly acute with Reservist and soldiers from the Puerto Rican National Guard. He says his company utilizes a Spanish-speaking Drill Corporal to alleviate some of the problems. CPT Jurusik is critical of the BSEP program saying that he never saw a Puerto Rican improve his English after attending.

2LT Vaden notes that Puerto Rican soldiers accept criticism very well if you criticize them in a professional manner. They do not respond well to being yelled at. He explains that they are proud people and can easily have their pride hurt. 1SG McDonald notes that some of the non-verbal expressions of Puerto Ricans have completely different meanings than they do for Anglos. He explains that it used to irritate him greatly when a Puerto Rican soldier looked down or away from him when he was being reprimanded. He later learned that this is the norm in Puerto Rico and that soldiers were showing their respect for him as an authority figure.

The cadre members state that Puerto Rican soldiers are, in general, extremely motivated. They try their very best and want to get credit for everything they do. If they do not receive credit for their accomplishments they often get frustrated and angry.

The cadre members state that Puerto Ricans are "quick to anger." They will fight faster than will Anglo troops and are, in general, "hot headed." They are also extremely loyal to each other and will quickly take up for each other in fights.

They say there is a perception among some Anglo soldiers that Puerto Ricans are lazy. There is a perception that some Puerto Rican trainees will use language as a crutch and say "no comprende" when they do not wish to do a task. 1SG McDonald says that when the topic of conversation turns to food, pay or privileges, however, the Puerto Rican trainees understand very well. This he says causes great resentment among Anglo troops and cadre members.

1SG McDonald states that Puerto Ricans are extremely achievement motivated. They excel on PT test. They will try their very best and put out very hard when credit will be granted to them as individuals. But on detail, they will often goof off. He feels that if an assignment will not bring credit to them as individuals they will not do their best.

There is a feeling among the cadre members that Puerto Rican troops and Black troops do not, in general, get along well together.

1SG McDonald feels that the reenlistment rate for Puerto Rican soldiers is probably lower than for soldiers in general. He also feels that promotions are probably slower for soldiers from Puerto Rico.

Interview #39

PVT Luis Ortiz (Puerto Rican), PVT Carlos Garayua (Puerto Rican), PVT Diego Vintimihha (Ecuadoran), PVT Jose Soba (Puerto Rican) and PVT Raman Rivera (Puerto Rican-New York), Trainees, C Company, Third Battalion, Infantry Training Brigade, Ft Benning, GA, 8 Jun 81.

NARRATIVE

The trainees state that they object to being yelled at by Anglo Cadre members.

They say that when they are being reprimanded, they often look at the floor. This sometimes causes them difficulty as this action is misinterpreted by Anglo Drill Sergeants.

The trainees state that they were surprised that the training in the Army is not more difficult. They had expected training to be much harder than what it really is.

PVT Vintimihha states that the firmness of one's grip when shaking hands differs between the Ecuadoran and the American cultures. He states that in Ecuador the elder person should grip more firmly. The junior person should have a weak grip. (A weak grip in the American culture has the connotation of weakness of character, insincerity, or femininity.)

Interview #40

CPT Greg Engstrom, Chief, Allied Student Training Division, Ft Benning, GA, 8 Jun 81.

NARRATIVE

CPT Engstrom explains that the ECL examination is routinely given to Allied students studying at Ft Benning. A 70 ECL is the minimal score required to participate in training. In certain "life endangering" courses such as airborne, path finder, or ranger, an 80 ECL is required.

Interview #41

SFC Kermit Myrick, Senior Drill Sergeant; SSG Martin Romanishan, Assistant Drill Sergeant and SGT Ivin Jimenez, Drill Sergeant Candidate, C Company, Third Battalion, Infantry Training Brigade, Ft Benning, GA, 9 Jun 81.

NARRATIVE

SFC Myrick believes that culture constitutes a definite problem for second language soldiers entering the Army. He says that in addition to culture, soldiers from Puerto Rico have particular problems in English language comprehension. Such soldiers are more difficult to train in that

Anglo Cadre members must take more time with them. Such soldiers are likely to become extremely frustrated and develop into morale problems. They are more likely to end up as trainee discharges. He says that it is very easy for Puerto Rican soldiers to feel lost in the shuffle and become extremely frustrated. The buddy system, he says, helps a lot.

SSG Romanishan feels that soldiers from Puerto Rico are often a greater discipline problem than are Anglo soldiers. He agrees that these soldiers often have severe problems of English language comprehension. He feels that English training should be accomplished prior to the time such soldiers report to Basic Training.

SGT Jimenez notes that Puerto Rican soldiers usually stick together in a group. They have a common bond. This cliquing together sometimes hinders their progress through training. He notes that their level of English does not appear to be a factor in determining whether or not they will clique with other soldiers from Puerto Rico. Even those who know English quite well will stick together with other Puerto Rican trainees.

SSG Romanishan notes that when a Puerto Rican trainee is reprimanded you will get usually one or two reactions. Either the soldier will shut his mouth, lower his head and accept the reprimand in silence or he will explode. He explains that Puerto Ricans have a strong, macho self-image. They are extremely cautious of losing face in front of their peers.

SSG Jimenez notes that a bond exists between Puerto Ricans that pushes them to excel as a group or brings them down as a group. He states that if you can motivate a Puerto Rican trainee as a member of a group you get results. However, you can't "ride" a Puerto Rican trainee like you can an Anglo trainee.

SFC Myrick notes that Puerto Rican trainees are often subject to intense peer pressure. The norm of Puerto Rican groups seems to be that failure is acceptable but quitting is not.

CRITICAL INCIDENT

PVT Martinez, a Puerto Rican trainee, had an extremely difficult time during Basic Training. He encountered problem after problem. He became very upset and frustrated at his situation. The other Puerto Rican soldiers in his platoon attempted to help him but PVT Martinez was beyond help. He quit trying. Because he was no longer trying to help himself the other Puerto Rican trainees ostracized him from their group.

NARRATIVE

SFC Myrick notes that Puerto Rican trainees expect to be led by example. When the example is poor, their response will be poor. Puerto Rican trainees, he says, can be motivated through the use of "shame." If they can be made to feel that they are "letting the group down" their performance will often improve.

The Sergeants state that when a Puerto Rican trainee has a problem it will show itself in his performance.

The Sergeants note that Puerto Rican soldiers are sometimes insulted by the mispronunciation of their names by Anglo cadre members. They say that when his name is mispronounced, a Puerto Rican will carefully tell you exactly how to pronounce it and will expect you to remember.

CRITICAL INCIDENT

A Drill Sergeant had a Puerto Rican trainee in his Platoon named Echeverra. The Sergeant could not pronounce his name so he decided to call the soldier "Frank." The soldier resented this very much and felt that it was an insult.

NARRATIVE

The Sergeant stated that you cannot "joke" with the Puerto Rican trainees in public as you can with Anglo soldiers. The Puerto Ricans, he says, will take offense. Singling a Puerto Rican out for public ridicule, even if good natured, will motivate the soldier but will also cause him to be very angry. The Sergeant stated that this is a matter of personal pride.

The Sergeant stated that Puerto Rican trainees desire constant feedback as to how they are progressing as individuals. The Puerto Ricans will always be the first people to check the Drill Sergeant's board for their scores after a performance event. Individually, the Puerto Rican will expect you to remember his name and to remember how he is doing as a individual.

The Sergeants state that when Puerto Rican trainees know the rules they will accept them. For instance, if you tell them that passes must be earned and set certain standards, they will not expect a pass unless they have obtained those standards. Where an Anglo soldier might argue "I only missed the standard by one point", the Puerto Rican soldier will accept the situation without argument. If, on the other hand, a Puerto Rican trainee feels that he has been treated unfairly he will come to you in protest. If a Puerto Rican soldier comes to you with problems he really believes that he has one and expects you to solve it. Anglo soldiers will argue that they are right even though they know they are wrong. If a Puerto Rican soldier knows he is wrong he probably will not argue.

Some second language soldiers come from cultures in which leadership positions are hereditary. One Sergeant explains that the Samoans have a "chief." Any group of Samoan soldiers will have a built in chain of command based upon hereditary lines.

The Sergeants state that if some sort of culture orientation training for Anglo Cadre is envisioned, they suggest that someone from Puerto Rico be designated to teach it. They feel that the Puerto Rican culture could best be explained by someone from Puerto Rico.

The Sergeant states that some soldiers from Puerto Rico have problems with attention to detail. They are personally very sharp with very neat wall lockers and individual uniforms. But, given a complicated task, they will often forget one or two details.

The Sergeants note that when soldiers from Puerto Rico graduate from the training base and are assigned to TOE units they find the environment totally different. They state that Puerto Rican soldiers in units often totally clique together and segregate themselves from other groups.

The Sergeants note that in one-station-unit-training at Ft Benning, leadership is by example and a lot of attention is given to individual soldiers. When these soldiers graduate and are assigned to TOE units they often find that the leadership by example simply is not there anymore. There is no Drill Sergeant constantly looking over their shoulders. In many instances, the Sergeants state, the soldiers from Puerto Rico cannot handle the individual responsibility that is required of them in TOE units. This may be one reason why they withdraw into their Puerto Rican clique.

The Sergeants note that the proposed regimental system may solve some of the problems of second language soldiers in the Army. Once a unit came to terms with the problems of second language soldiers, the methods of dealing with such problems would be perpetuated within the regiment.

Interview #42

SFC Bobby Harris, Senior Drill Sergeant and SSG Delbert Martin, Drill Sergeant, D Company, Third Battalion, Infantry Training Brigade, Ft Benning, GA, 9 Jun 81.

NARRATIVE

SFC Harris and SSG Martin feel that cultural differences often cause significant problems of adjustment for second language soldiers in the Army.

They state that many second language soldiers get the feeling that no one cares about them or wants to help them. They often find it difficult to get the one-on-one attention that they require.

SFC Harris and SSG Martin feel that non-verbal expressions sometimes cause problems for second language soldiers. For example, the Puerto Rican habit of looking down when criticized sometimes is interpreted by Anglo cadre as showing inattention.

Despite cultural differences, however, the Sergeants feel that soldiers from Puerto Rico are "no different from other troops." They do, however, suggest that a volunteer course in Spanish be made available for Drill Sergeants.

Interview #43

PVT Hecter Morales (Puerto Rican), PVT Gabriel Cruz (Puerto Rican), PVT Jaime Maldondo (Puerto Rican) and PVT Hecter Hernandez (Puerto Rican), Trainees, E Company, Third Battalion, Infantry Training Brigade, Ft Benning, GA, 9 Jun 81.

NARRATIVE

PVT Cruz states that English language is a difficult problem for trainees from Puerto Rico. He has particular difficulties when Drill Sergeants speak to him rapidly. He can often understand the words if they are spoken slowly but the Drill Sergeants will not take the time to slow down or will not take the time to explain. When the Puerto Rican soldiers speak Spanish among themselves, in an attempt to explain to each other what the Drill Sergeant had said, the Drill Sergeant will often drop them for push-ups. This is very frustrating for the Puerto Ricans.

The trainees acknowledge that Anglo troops are often upset when the Puerto Ricans speak Spanish among themselves in the presence of Anglos. They recognize that the Anglos soldiers think that the Puerto Ricans are talking about them.

Interview #44

SFC Fredick Golden, Principle Instructor; SFC Karangalan Figuracio (Phillippo), Principle Instructor; SGT Jorge Blanco (Panamanian), Instructor; SSG James Nash, Instructor and SFC Paul Moore, Principle Instructor, Infantry Training Group, Ft Benning, GA, 10 Jun 81.

NARRATIVE

SGT Blanco states that Puerto Rican troops are often reluctant to ask for help. They have a great concern for face and pride and recognize that their English language ability is poor. They do not want to be embarrassed.

SGT Blanco feels that once Puerto Rican soldiers become fluent in English they integrate with the rest of the Army. SFC Golden, however, disagrees and states that Puerto Rican soldiers clique together regardless of their level of English language abilities.

SFC Golden states that you "can't scream and holler at a Puerto Rican." Anglo troops, he says, take such criticism like "water off a ducks back." Puerto Ricans, on the other hand, take offense and will often withdraw when approached in such a matter.

The Sergeants feel that Anglo cadre members are often not tolerant with troops from Puerto Rico. They do not take the time to deal with them as they should.

The Sergeants state that the policy at Ft Benning is that after a second language soldier has attended BSEP, language is not to be considered a factor in the soldiers performance. In other words, any failure on the part of a soldier after he has attended BSEP is a sign to reasons other than lack of language ability. There is a perception among the Sergeants that the BSEP program at Ft Jackson is more effective than that at Ft Benning. In addition, there is a feeling that the BSEP program should be taught by military instructors. The Sergeants feel that students attending BSEP lose their military bearing.

The Sergeants feel that the language training program of the Puerto Rican Army National Guard taught at Camp Santiago in Puerto Rico is basically ineffective. They state that there is a feeling among Anglo cadre members at Ft Benning that if a soldier from the Puerto Rican Army National Guard does not do well it is really not that important because he will be returning to Puerto Rico soon.

One Sergeant states that any Puerto Rican soldier who integrates himself with Anglo soldiers will be "put down" by the Puerto Ricans in the company. He will be called "cocoa nut" by the other Puerto Ricans. This is similar to a Black soldier being called an "Uncle Tom" by other Blacks.

The Sergeants feel that the lack of English language abilities probably contributes to keeping down promotions for Puerto Rican soldiers. They also feel that there is currently not enough emphasis being put on using bilingual NCO in Basic Training.

SSG Nash observes that Puerto Rican soldiers often polarize themselves into a clique. For Puerto Ricans, he says, if you're not "in" you're "out."

SFC Figuracio observes that there are relatively few Philippino troops going through training. A Philippino trainee, he says, will often become a "group of one", isolating himself from both the Anglo group and the Puerto Rican group.

One Sergeant explains that a Puerto Rican who gets angry will often express his anger to a friend. The friend will then go the Drill Sergeant as an intermediary to try to correct the situation.

SFC Moore states that Puerto Rican soldiers will often go through a third party to express their problems. It is extremely difficult, he says, for them to express their personal problems to an authority figure.

SSG Nash states that Anglo NCO often do not understand the extended family concept of Puerto Rican soldiers. When problems occur in this extended family, which in turn, affects the performance of Puerto Rican trainees, the Anglo NCO often feels that the Puerto Rican trainee is "trying to get over" on him. This lack of appreciation of the Puerto Rican extended family is in evidence even at Department of the Army level. The Department of the Army definition of "family" is limited to members of the "immediate" family. This policy affects actions such as the granting of

emergency leave. It fails to take into consideration the oftentimes strong emotional attachments that soldiers from Puerto Rico have on members of their extended families. This policy often causes considerable anxiety and frustration for Puerto Rican soldiers.

The Sergeants state that second language soldiers at Ft Benning often develop a bad attitude because of the policy of putting them in training until they go to BSEP. Because they do not have the language skills to succeed in training, they are constantly failing. This impacts adversely on their self concepts.

The Sergeants state that many Puerto Rican soldiers object to the mispronunciation of their names. To them their names are not difficult to pronounce and they sometimes perceive that Anglos mispronounce their names on purpose and are doing it only to make fun of them.

SFC Figuracio observes that it is common for Philippino friends to walk together with their arms on each others shoulders. He states that this sometimes causes them to be misunderstood by Anglos. The interpretation given to this behavior sometimes has "gay" connotations. Such interpretations, he says, are totally misconstrued. One Sergeant observes that one should never "grab a Hispanic."

CRITICAL INCIDENT

In the motor pool a Hispanic soldier was taking the wheel off of a vehicle. He was following an incorrect procedure. His Sergeant, observing his procedure, chewed the soldier out for taking a short cut. The soldier turned away from the Sergeant and threw his wrench in the back of the vehicle in a disrespectful manner. The Sergeant grabbed him by the arm to get his attention. The soldier immediately threw a punch at the Sergeant.

NARRATIVE

The Sergeants confirm that many Hispanic soldiers will look down at the ground when they are reprimanded. They state that many Anglo cadre members see this as a sign of disrespect.

The Sergeants observed that few racial harmony counsels have Hispanic members. They feel that this is a serious oversight.

The Sergeants note that there is often a great deal of animosity between Mexican-American soldiers and Puerto Rican soldiers. They observe that when a Puerto Rican soldier speaks to a Mexican-American soldier in Spanish, the Mexican-American will often answer in English. The Puerto Rican, they say, will interpret such behavior as a put down by the Mexican-American. The Sergeants observe that there is even a difference between Mexican-Americans and Chicanos. Chicanos, they say, will answer in Spanish to a Puerto Rican.

The Sergeants state that Hispanics are more volatile and quicker to anger than Anglo soldiers. The things that will set this anger off are sometimes surprising for Anglos. For instance, any reference to a Hispanic's mother will almost insure a physical confrontation.

CRITICAL INCIDENT

An Anglo soldier and a Puerto Rican soldier were having an argument in the barracks. The argument became very volatile. At one point the Anglo soldier referred to the Puerto Rican as a "m-f-." The Puerto Rican immediately jumped on the Anglo soldier with both fists.

NARRATIVE

The Sergeants observe that any derogatory reference to a member of a Puerto Ricans family is cause for a spontaneous blow up. They are much more sensitive to such expressions concerning one's family than are Anglo soldiers. Some sort of orientation, the Sergeants states, should be instituted for Anglos to explain these things. They feel that the equal opportunity program would be an appropriate form for such an orientation.

The Sergeants state that Anglo soldiers will often ridicule and make fun of second language soldiers. "The average American", says one, "will belittle what they don't understand." The Sergeants see such ridicule as a defensive reaction on the part of Anglo soldiers. In general, they feel, that people are afraid of what they don't understand. They do not understand second language soldiers.

The Sergeants note that soldiers from Puerto Rico react negatively to being yelled at. In general, they take verbal abuse harder than do Anglo soldiers. Sometimes second language soldiers do not respond simply because they do not understand English. Unfortunately, Sergeants do not always understand this. A situation will sometimes occur in which a Sergeant will be chewing a second language soldier out royally but will be getting no response from the soldier. Someone else, often another trainee, will have to inform the Sergeant that the soldier does not understand English. Such situations are very frustrating for both the Sergeants and the trainees.

Soldiers from Puerto Rico, the Sergeants state, are extremely sensitive to verbal abuse.

CRITICAL INCIDENT

A group of soldiers in Basic Training were on the firing range. One soldier from Puerto Rico was not following proper procedures. His Sergeant yelled at him using the term "hey, Pancho." The Puerto Rican soldier took the comment to be derogatory and became very angry.

NARRATIVE

The Sergeants feel that many Drill Sergeants lean on Puerto Rican soldiers harder than they do on Anglo soldiers. There is a common feeling that if they lean on them harder they will eventually come around. Many Drill Sergeants think that if the trainees do not understand they only need to yell louder.

There appears to be confusion throughout the system as to what the Army policy is on speaking Spanish. In some companies Spanish is totally forbidden at all times. In other companies it is allowed at all times. In still others, it is allowed only during certain times of the day.

One Sergeant states that "Puerto Ricans will stick together through thick and thin." As long as a Puerto Rican soldier is trying, the other Puerto Ricans will help him all they can. But if he ever gives up he will be kicked out of the group.

The Sergeants feel that Hispanic soldiers need Hispanic authority figures to relate to and to get advice from. They state that if a Hispanic soldier can say "SGT Riveria is one of us and he learned to speak to English", then that soldier will be more motivated to learn English also.

Interview #45

Chaplain (CPT) Santos (Philippino), Catholic Chaplain, Third Battalion, Infantry Training Brigade, Ft Benning, GA, 10 Jun 81.

NARRATIVE

Chaplain Santos feels that second language soldiers do encounter culture problems when they enter the Army. He feels, however, that if Hispanic soldiers are isolated from other Hispanics they tend to adapt faster. He states that the "buddy system" is widely used to get second language soldiers through Initial Entry Training. With such a system soldiers of stronger English language abilities help those that are weaker.

Chaplain Santos conducts a weekly mass in Spanish at Ft Benning. He states that Hispanic soldiers seem quite appreciative of the Spanish mass. The mass, he says, has an entirely different mood and tempo than if it was conducted in English. This gives the soldiers a cultural identification which they appreciate.

Chaplain Santos states that Hispanics sometimes use "no comprende" as an excuse to avoid certain duties. Soldiers who do this, he states, have often given up trying and are simply trying to make it through.

Chaplain Santos notes that Anglo troops often get upset when other soldiers speak in a language they do not understand.

Chaplain Santos notes that, when in their own group, Puerto Rican soldiers often develop a "cocky attitude." Such soldiers express themselves in a forceful way. Such an attitude often call attention to themselves.

The Chaplain notes that the concept of friendship is sometimes different among second language soldiers. Soldiers from Puerto Rico and the Dominican Republic, he notes, need to be "invited" to be a friend. They are often extremely cautious when approached. Such caution could be caused by the fact that they take friendship much more seriously than do Anglos and, therefore, are more selective in who they will count as a friend.

Chaplain Santos states that lack of English often causes embarrassment for second language soldiers.

CRITICAL INCIDENT

A group of trainees were attending a first aid class during Basic Training. One trainee, a Puerto Rican, did not appear to the instructor to be paying attention to the class. The instructor called out the trainee's name and asked "are you paying attention?" The only word the Puerto Rican trainee understood was "attention." Therefore, he quickly jumped to his feet and stood at attention. The other trainees thought this was very humorous and had a good laugh. The Puerto Rican, of course, felt very embarrassed.

Interview #46

SFC Gannon, NCOIC, BSEP Company, First Battalion, Infantry Student Brigade, Ft Benning, GA, 10 Jun 81.

NARRATIVE

SFC Gannon feels that American Drill Sergeants have distorted and inflated expectations of the BSEP program. When the BSEP program fails to make the soldiers fluent in English the perception is that it is a waste of time and money.

SFC Gannon feels that the PRANG school in Camp Santiago, Puerto Rico, is not working. The product, he says, is generally poor. He suggested that the Puerto Rican National Guard send their own cadre to Ft Benning and train their own people in Spanish.

Interview #47

CPT Greg Premo, BSEP Company Commander, First Battalion, Infantry Training Brigade, Ft Benning, GA, 10 Jun 81.

NARRATIVE

CPT Premo presents statistics that show that during the period 9 Jan 80 to 4 Dec 80, the Ft Benning BSEP program enrolled 909 students. Of this total only 159 or 17.5% obtained the BSEP graduation standard. Yet 801 or 88% were sent on for further training. Six hundred and sixty-nine (669) of these soldiers or 73.5% of those enrolled eventually graduated from Initial

Entry Training. The implication is that it is not necessary to obtain the BSEP graduation standards in order to make it through Initial Entry Training.

CPT Premo states that of the 240 trainees discharged (26.4%, approximately two-thirds to three-fourths of them were discharged because of their deficiencies in English.)

CPT Premo states that a recent Manpower Survey Team has taken away the Drill Sergeant slots from the BSEP program at Ft Benning effective October 1981. The result of this, he says, is that the students will get no military training after their BSEP classes. They will simply go to class and go home. There will be no inspections, no marching, etc.

The Manpower Survey Standards, he says, indicates that one Drill Sergeant is required for each 50 trainees. Even this rate, he states, is too high for BSEP trainees because it takes more time to deal with them effectively. The Manpower Survey Team eliminated his Drill Sergeants slots, he says, because the BSEP program had no approved POI for non-classroom hours.

CPT Premo feels that second language soldiers often suffer from culture shock. In reaction to this, he says, they often clique together, isolate themselves and always speak Spanish. He feels that because of their lack of English language ability, they are often treated like "dummies." Because they are hot tempered people and do not tolerate insults, such treatment often provokes reactions on their part.

CPT Premo notes that shoplifting has been a problem in the BSEP company. In the last year he has given 15-Article 15s for shoplifting. Thirteen of these went to non-native English speakers. He feels that part of the reason for this shoplifting is that second language soldiers do not understand the system of making purchases. They often put things in their pocket fully intending to pay for them before they leave the store but get knabbed before they make it to the cash register.

CRITICAL INCIDENT

One trainee from Puerto Rico went into the Post Exchange. He picked a 25¢ pack of peanuts intending to eat them when he returned to the barracks. He walked to the magazine stand to buy a magazine. As he was thumbing through the magazines he put the pack of peanuts in his shirt pocket in order that both of his hands would be free. After he had finished looking at the magazines he walked out of the area and passed the cash register without removing the peanuts from his pocket. A Security Guard stopped him and charged him with shoplifting.

NARRATIVE

CPT Premo states that second language soldiers are often extremely frustrated because they do not know what is expected of them. Because they are reluctant to ask for clarification of instructions, they often do not

know what they are supposed to do. Because they do not comply with instructions they often find themselves in trouble with their Drill Sergeants. They will not ask for clarification of instructions because they are not sure of their English language ability.

CPT Premo believes that "they will get kicked out of the Army" before they will embarrass themselves.

CPT Premo feels that the English language program of the Puerto Rican Army National Guard taught at Camp Santiago, Puerto Rico, has done little to decrease the input of PRANG trainees into the BSEP program at Ft Benning.

CPT Premo notes that when an English speaker, i.e., an Anglo soldier, can "guess" what to do given incomplete instructions, it is often necessary to explicitly explain to a Puerto Rican trainee exactly what he should do. This takes additional time and, therefore, is often not done.

CPT Premo confirms that soldiers from Puerto Rico often react violently to verbal abuse. Terms such as "m-f-" will often instantly produce a violent reaction on the part of a Puerto Rican soldier.

Interview #48

1SG McDaniel, First Sergeant, BSEP Company, First Battalion, Infantry Training Brigade, Ft Benning, GA, 10 Jun 81.

NARRATIVE

1SG McDaniel feels that culture shock is a definite problem for many second language soldiers. These people, he says, "are disoriented for the first 4 to 6 weeks." They are "awed." They get homesick. They get disillusioned because they are different. Puerto Rican soldiers often polarize themselves with other Puerto Ricans. After 3 months, he believes, they really begin to adjust but this does not occur until after they get out into their TOE units. To get through the training base, he says, they often use the "buddy system" where one with better English will help those with less English abilities.

The 1SG feels that Anglo soldiers also have a big shock when they join the Army but that the language barrier makes these problems significantly more difficult for second language soldiers.

1SG McDaniel states that it is often difficult for second language soldiers to become accustomed to the food they have in the Army. In addition to just not liking the food, they often have physical reactions as well. Korean soldiers, he says, will have diarrhea for the first 6 weeks they are here.

1SG McDaniel states that second language soldiers will often go on sick call frequently. This, he says, is a way of them showing their frustration and a desire to be alone for a little while.

He says that Puerto Rican soldiers are more prone to violence and are more easily provoked than are Anglo soldiers. He notes that Puerto Rican soldiers are often of smaller stature than are Anglo soldiers. Therefore, when they get angry they are more likely to "hit with their bunk adapter rather than their fist."

The 1SG notes that soldiers from Puerto Rico will accept criticism from a NCO if it is legitimate and is done in a dignified manner. They demand their dignity, he says.

He notes that soldiers from Puerto Rico do not require as much personal space when talking together as do Anglo soldiers. When sitting in small groups, he says, they lean inward to be closer to each other. (NOTE: Difference in personal space often cause unconscience conflicts with Anglos. What is comfortable for an Anglo might be considered distant for a Puerto Rican.)

The 1SG notes that second language soldiers will often use language to manipulate the environment. They use language to slow things down and get back at their Sergeant for a perceived wrong. Some Anglo troops, he says, resent second language soldiers because they are sometimes excused from details because of language. The perception is that they are not pulling their fair share.

1SG McDaniel states that on a scale of hot tempers being easily provoked he would rate Eskimos as being the quickest to fight followed by soldiers from Mexico, followed by soldiers from Puerto Rico.

Interview #49

CPT George Bowling, Infantry Officer Basic Course Division, Infantry School, Ft Benning, GA, 11 Jun 81.

NARRATIVE

This interview dealt with the performance of Puerto Rican Second Lieutenants in the Infantry Officer Basic Course.

Interview #50

CPT Fajardo (Puerto Rican), Infantry Officer Basic Course Battalion, Infantry School, Ft Benning, GA, 11 Jun 81.

NARRATIVE

This interview dealt with the performance of Puerto Rican Second Lieutenants in the Infantry Officer Basic Course.

Interview #51

CPT Greg Bozeman, Social Work Officer, Community Mental Health Activity, Ft Benning, GA, 11 Jun 81.

NARRATIVE

CPT Bozeman states that the change of environment is oftentimes drastic for second language soldiers and constitutes problems of adjustment for them. When soldiers come to training and are identified as having a language deficiency, they are often put into the BSEP program. He says bad attitudes often develop and the soldiers become behavioral problems.

CPT Bozeman explains that language deficiencies are often used as a legitimate excuse by Training Company Commanders to give second language soldiers trainee discharge. Language is also an acceptable way for second language soldiers to get out of the Army. Soldiers from Puerto Rico can be discharged from the Army for language deficiencies with their self-image intact. They do not see their failure to learn English as a personal failure or one that diminishes their self worth. This excuse for leaving the Army is also acceptable in Puerto Rico among their family and friends. Language deficiency, CPT Bozeman maintains, is an acceptable cause of failure.

CPT Bozeman observes that culture factors probably have an important effect upon the incidence of psychiatric admissions of second language soldiers. While serving with the 82nd Airborne for 3 years, he observed instances of "psychotic" behavior that were tied to beliefs in voodoo held by certain second language soldiers. Most Puerto Rican psychiatric admissions in the 82nd Airborne, he says, were related to either voodoo or to drugs. Maladaptive behavior sometimes revolved around the fact that soldiers believed someone had placed a "hex" on them.

CRITICAL INCIDENT

One Puerto Rican soldier in the 82nd Airborne was apprehended by the Military Police for killing cats. His explanation was that his grandfather's first cousin had put a curse on him because of some action his grandfather had done. The soldier stated that in order to remove the curse he had to kill 147 cats and save their tails.

NARRATIVE

CPT Bozeman believes that some maladaptive behavior of Puerto Rican soldiers can be directly traced to a belief in voodoo.

CRITICAL INCIDENT

One 18 year old male Puerto Rican soldier was constantly in trouble. He was constantly writing hot checks, beating up on people and engaging in generally irresponsible behavior. The soldier was referred to the Mental Hygiene Clinic. His explanation for his behavior was that his aunt was the leader of a local voodoo cult. His aunt had predicted that he would die when he reach the age of 20. He was now 18 so he intended to get the most out of life during the 2 years he had remaining.

NARRATIVE

CPT Bozeman believes that, in general, Puerto Rican soldiers have a higher tolerance of liquor than do many Anglo soldiers. He states that Puerto Ricans are introduced to liquor at a relatively early age and can "drink a bottle of rum a day." In the Army, their American peers attempt to keep up with them but cannot. After a period of time the Puerto Ricans become identified as the source of the alcohol problem in the company.

CPT Bozeman states that Anglo soldiers will often put Puerto Ricans down because they feel threatened. Puerto Ricans, he says, are usually in great physical shape. They also have an internal source of strength and often "lead the way." Anglo soldiers sometimes resent a "foreigner" coming in and taking over. Therefore, they will ridicule Puerto Rican soldiers and put them down. This is often very frustrating for the Puerto Ricans. If a Puerto Rican has a good self-image and is successful in the Army, has gone to Airborne school, has gone to ranger school, etc., and is still put down by his Anglo peers, the Puerto Rican becomes extremely frustrated. He is not getting the positive peer feedback that he feels he deserves.

CPT Bozeman notes that some second language soldiers become "hyper-religious" in reaction to the culture stress they encounter in the Army. In many instances, such soldiers had developed very strict guidelines early in their religious training about how to do what and when to do it. Under severe stress they revert to this early training except that, in many cases, they "go overboard."

CRITICAL INCIDENT

One soldier from Puerto Rico, under severe stress and frustration, turned to the Bible for comfort and strength. He began reading his Bible more and more. His Anglo Sergeant noticed that he was reading his Bible about 2 hours a day during duty hours. The Sergeant criticized the soldier for this activity. The soldier viewed his Sergeants criticism as an attack upon his religion and his culture.

NARRATIVE

CPT Bozeman notes that the ways of getting out of the Army are probably passed on from group to another group. One way of getting out of the Army early, he notes, is to threaten suicide. The system, he says, is so sensitive to this that early discharges are relatively easily obtained. He notes, however, that such a ploy is not limited to second language soldiers.

Interview #52

CPT Rivera (Puerto Rican), 1LT Sanchez (Puerto Rican), Executive Officer, BSEP Company, First Battalion, Infantry Training Brigade; Ms. D. J. Gifford, BSEP Counselor and Mr. S. V. Fierro, BSEP Counselor, Ft Benning, GA, 11 Jun 81.

NARRATIVE

Ms. Gifford and Mr. Fierro feel that culture is a definite problem for second language soldiers. They explained that it is very difficult for such soldiers to become accustomed to American slang expressions. Even though such soldiers may know textbook English, they often find that they cannot communicate because of the slang and vulgar expressions they often encounter in the Army.

They confirm that Puerto Ricans often will look down to show respect when addressed by Drill Sergeants, particularly when being chastised by them. In many cases, they say, this behavior is misinterpreted by the Drill Sergeants. They note that it is extremely difficult and probably impossible to change a culturally based behavior overnight. But, they state, it is possible to train Anglo Drill Sergeants to understand this behavior.

They note that Puerto Rican soldiers are often reluctant to ask questions and that Anglo Drill Instructors are equally reluctant to take extra time to explain their instructions. This often results in increasing frustrations for both groups.

Ms. Gifford and Mr. Fierro note that soldiers from the PRANG almost always have language problems. They suggest that it might be possible to train such soldiers at Ft Benning using Spanish speaking Drill Sergeants because they will not need to use English when they return to Puerto Rico.

They state that a culture training program is needed for all civilians and military cadre members who come in contact with second language soldiers.

They note that soldiers from Puerto Rico often have a different concept of personal space than do soldiers in the Army at large. In many cases, they say, soldiers from Puerto Rico stand "too close" to Anglo soldiers. The Anglo soldier feels that "he is talking in my face" and is very uncomfortable in the situation.

They note that soldiers from Puerto Rico often use many gestures in animated communication patterns. These soldiers not only use gestures but often expect others to use them also. When communicating with Anglos such gestures are often absent and the Puerto Ricans feel that the communication is incomplete. If a Puerto Rican soldier feels that he is not being understood his gestures often become larger and more animated. The interpretation given this by some Americans is that of a threatening behavior. If an Anglo used large and animated gestures when talking it might be an indication of an imminent manifestation of violence. The same behavior from a Puerto Rican, however, might only indicate the sincerity with which he was trying to communicate.

Ms. Gifford and Mr. Fierro state that culture problems have always been present in the Army but that no one has paid them any attention.

They observe that many Puerto Rican soldiers feel that Anglo soldiers lack good personal hygiene habits. This could be one reason for the reluctance to associate freely with them.

Puerto Rican soldiers, they state, often play their music very loud. While this is the norm in their culture, the music is often played so loud that it is annoying and upsetting to Anglo soldiers.

Anglo cadre members, they state, often have a stereotyped view of Puerto Rican soldiers.

CRITICAL INCIDENT

A Puerto Rican soldier reported to Ft Jackson for Basic Training. He was surprised when his Drill Sergeant came up to him and said "give me your knife." The Puerto Rican protested that he did not have a knife. The Sergeant, however, said, "you Puerto Ricans always have a knife, now give it to me." The Puerto Rican soldier realized he was being stereotyped and resented it.

NARRATIVE

1LT Sanchez notes that stereotypes often exist on the part of Puerto Rican soldiers. One such stereotype that is particularly troublesome is that of American females. He notes that it is a common belief among many Puerto Rican soldiers that American females have loose moral standards. The belief exists that they are easy to take to bed. Very often, however, the Puerto Rican soldier finds that this is not true. When he encounters rejection he often gets violent or withdraws. His ego often gets hurt and he is confused. He is not certain whether his stereotype of the American female is incorrect or whether he himself is inadequate.

Rules of social behavior, 1LT Sanchez explains, differ from culture to culture. Asking a girl for a dance is one area of cultural based differences.

CRITICAL INCIDENT

A Puerto Rican soldier was attending a dance. He saw a girl sitting at a table with whom he wished to dance. He walked up to her and asked her if she would like to dance but she declined his invitation. He said thank you and walked away. A few minutes later another soldier walked up to the same girl, and asked her to dance. She accepted his invitation. This made the Puerto Rican soldier extremely angry.

CRITICAL INCIDENT

A Puerto Rican soldier went to a dance with a date, an Anglo female soldier. During the dance an Anglo soldier came up and asked the Puerto Rican's date for a dance. His date accepted and walked off with the other soldier. The Puerto Rican soldier was extremely confused and upset by this behavior of his date.

NARRATIVE

CPT Rivera and 1LT Sanchez note that Puerto Rican soldiers are often surprised at the racial differences and prejudice they encounter or observe in the Army. In Puerto Rico, they explain, race is given very little consideration. They are often dismayed and confused when they find that an Anglo culture racial differences are often seen as very important.

CRITICAL INCIDENT

A Puerto Rican soldier (Black) and his Puerto Rican wife (White) walked into the Post Exchange. The wife soon noticed that she was being stared at by the numerous Black soldiers in the facility. She became uncomfortable, upset, and eventually quite angry at this. She did not like to feel that she was an object of curiosity.

CRITICAL INCIDENT

A group of Puerto Rican soldiers were standing outside of the barracks. They were having a good time talking and joking with each other. As girls would walk by their barracks they would whistle and make comments. Whether the girl was black or white made no difference to them. For Puerto Rican soldiers a girl's distinguishing characteristic is not her race but rather the fact that she is female.

NARRATIVE

CPT Rivera and 1LT Sanchez note that many Puerto Ricans pride themselves on "collecting women." For them it is a good thing to have four or five females, even if they themselves are married. From their cultural point of view it is acceptable to have a girlfriend even though one is married. Anglos, however, feel that this is "not right." (NOTE: Even though many Anglos engage in similar behavior, they do so with the implicit recognition that they are violating a moral norm.) If a female engaged in the same type of behavior "they will kill her." A male can have many girlfriends but he expects his bride to be a virgin. Anglos often view such behavior as inconsistent and somewhat hypocritical.

CPT Rivera and 1LT Sanchez note that conventions of dressing and what they communicate are often different between the Puerto Rican and Anglo cultures. These differences sometimes cause misunderstandings.

CRITICAL INCIDENT

An Anglo girl walked into the PX Snack Bar. It was summertime and she was wearing a pair of tight shorts and no bra. In a short period of time a "cloud" of Puerto Rican soldiers were flocking about her.

NARRATIVE

CPT Rivera and 1LT Sanchez note that Puerto Rican soldiers enter the Army believing that they will jump from sexual exploit to sexual exploit.

It is commonly heard that "there is no gringa that will get away from me." However, when they find that this does not happen and that their expectations are not being met, they experience frustration and self-doubt.

CPT Rivera and 1LT Sanchez state that soldiers from Puerto Rico will accept a "no" but that those from Mexico must be told "no" several times before it is believed.

NARRATIVE

1LT Sanchez states that Puerto Rico soldiers sometimes get in trouble simply because they do not understand the system.

CRITICAL INCIDENT

A soldier from Puerto Rico was engaged in a live fire exercise on the firing range. At the conclusion of the exercise he had five rounds of M-16 ammunition left over. He put the rounds in his pocket to take home as a souvenir. He succeeded in getting off the range with the ammunition in his pocket. A few days later he went home on leave. As he was in the airport about to board the airplane, he walked through the mandatory metal detector with the five rounds of ammunition in his pocket. It caused the metal detector to sound the alarm. When the Security Guard discovered the five rounds of ammunition, the police were called and the soldier was arrested. The soldier had no idea that it was prohibited to carry rounds on the aircraft or that the metal detector and Security Guards were there specifically to prevent such an occurrence.

Interview #53

Ms. Elmyra Parker, BSEP Lab Coordinator; Ms. Sharon Marshall and Ms. Carolyn Knight, BSEP ESL Teacher, Infantry Training Brigade, Ft Benning, GA, 11 Jun 81.

NARRATIVE

The BSEP staff state that everyone who enters the Army undergoes an "Army shock." Soldiers from Puerto Rico have particular difficulty in English language problems. They often resent having English thrust upon them.

They are loyal to their families and are very willing to talk about their families. One teacher states that she was very surprised at the attitude of some of her Puerto Rican students towards the matter of illegitimate children. They fail to understand how American males often disavow any responsibility for such children.

Many of their Puerto Rican students resent being placed in the BSEP program with illiterate Americans. They are themselves literate in Spanish and often highly educated. They resent being classed with the "dummies."

Interview #54

CPT (Dr.) Grace Corbiella (Puerto Rican), Psychiatric Resident, Eisenhower Army Medical Center, Ft Gordon, GA, 12 Jun 81.

NARRATIVE

The Puerto Ricans are very loyal to their large, extended family. They have large family gatherings. Many Puerto Ricans, she says, experience a sense of guilt when they leave their family and join the Army.

Dr. Corbiella states that, for the second language soldiers she sees on the psychiatric ward, the primary problem of adjustment is not language but their "cultural baggage." For example, the Puerto Rican society, she says, is based on the extended family structure. There are large family gatherings often attended or presided over by the matriarch or patriarch. Puerto Ricans are very loyal to their families. When a Puerto Rican leaves his home and family to join the Army it is often with a great deal of guilt.

Dr. Corbiella states that the ones who leave are probably the "healthiest" ones in the family--independent, daring, and adventurous. They often have been the stabilizing influence in the family. Patients make statements such as "my father drinks more when I'm not there" and "my sister is disrespectful to my mother when I'm not there." Because they are no longer performing the stabilizing role in the family, many Puerto Rican soldiers have continued feelings of guilt while in the Army. The doctor states that the Puerto Rican soldiers who are successful in the Army are the ones who have successfully gotten rid of their guilt.

Dr. Corbiella has several papers dealing with the mental health of Puerto Ricans. One is "Puerto Ricans and Aggressiveness," Albert Rothenberg, American Journal of Psychiatry, Apr 64. Another is "Hysterical Psychosis," Hollander and Hirsch, American Journal of Psychiatry, May 64.

She explains that Puerto Rican soldiers sometimes suffer from dissociative reactions. They manifest aggression which they later do not remember. This has resulted, she says, because Puerto Rico was a colony for 400 years. Historically, the people had to be submissive. Such adaptive behavior is dysfunctional in an industrial society. The US Army draft, she states, was taken submissively in Puerto Rico. If a Puerto Rican was drafted, he was not leaving home on his own volition. Therefore, he had no guilt feelings. The implication is that in the absence of a draft, the Puerto Rican who joins the Army has no one to blame and, hence, must accept the guilt himself.

Dr. Corbiella feels Puerto Ricans are being diagnosed as psychotic when, in fact, they are not. A lot of Puerto Rican soldiers have been incorrectly diagnosed as "latent schizophrenic." Now, they are increasingly being diagnosed as having a "personality disorder," i.e., a "long-standing, maladaptive characteristic that the person cannot change." Such diagnosis is often applied to Puerto Ricans with "fighting sickness."

Puerto Rican soldiers referred to mental health clinics often have problems with aggressiveness. They have homicidal tendencies, feelings of anxiety, violent nightmares or feelings they are about to lose control.

CRITICAL INCIDENT

A Puerto Rican soldier was referred to the mental health clinic for sleepwalking. The soldier expressed anxiety that he would hurt someone while walking in his sleep. He was diagnosed as being a personality disorder and was returned to the barracks. Back in the barracks, he tried to burn them. He could have been in a disassociative state. The soldier was given an expeditious discharge.

NARRATIVE

Dr. Corbiella states that Puerto Ricans have repressed aggression for centuries but join the Army and enter an organization that is an "aggressive organization." This causes problems for some soldiers.

She points out that Puerto Rican soldiers tend to clique together. These, she says, serve as "surrogate extended families." They then tend to keep their problems within their small clique because they try to keep problems within "the family."

Puerto Rican soldiers, she states, suffer from culture shock upon entering the Army. Being uprooted is a shock for anyone but the cultural change makes it even more difficult for Puerto Ricans.

Body language sometimes causes misunderstandings and problems for Puerto Rican soldiers. Puerto Ricans, Dr. Corbiella states, use "active body language." Their emotions are easily expressed through the body. Americans, however, are much more restrained. Puerto Ricans often feel Americans are not friendly or warm because they do not show it through "appropriate" body language. For example, if two Puerto Ricans have not seen each other for a couple of weeks they will greet each other with a hug. Americans, however, are much less prone to do so.

Dr. Corbiella states that she herself had difficulties adjusting to the change in culture. It took her awhile to learn how to entertain properly in the United States. When inviting guests to her home she would always put out her best place settings and silver. However, she found that her American guests might feel she was trying to "show off." She now realizes that Americans are much less formal than Puerto Ricans when entertaining at home.

The doctor states there is a fundamental difference in humor between the Puerto Rican and American cultures. In Puerto Rico, she says, humor is based on someone else's misery. Many things Puerto Ricans laugh about, Americans would view as insensitive.

Americans, she states, have a stereotype of Puerto Ricans as being swarthy, darkskinned, blue collar workers with criminal tendencies.

Dr. Corbiella states that Puerto Ricans often feel "voids" in their lives in the United States until they discover substitutes.

CRITICAL INCIDENT

During her first Christmas season in the United States, Dr. Corbiella longed for the "asultos" of Puerto Rico. An asulto is a wandering party in which people go from house to house singing loud songs and playing instruments. She found no asultos in the United States and felt a void in her Christmas season. Then she discovered caroling and decided it was a more sedate form of the asulto. She has now adopted this alternative form of activity.

NARRATIVE

The doctor states that fraternization is a problem between Puerto Rican officers and enlisted men. This especially pronounced, she says, between Puerto Rican nurses and Puerto Rican enlisted technicians. Nurses in Puerto Rico, she explains, traditionally has had very little status and therefore has attracted people from relatively low socio-economic backgrounds. When they join the Army as nurses, they tend to associate with Puerto Ricans from their similar background, i.e., enlisted men.

Interview #55

LTC Larry Holand, Acting Chief, Officer Basic Course Division and Mr. Tony Petersen, Administrative Officer, Officer Basic Course Division, Signal School, Ft Gordon, GA, 12 Jun 81.

This interview dealt with the performance of Puerto Rican Lieutenants in Officer Basic Course.

Interview #56

1LT Honorio Martir (Puerto Rican), Commander and 1LT Marx Klynott (Trinidadian), Executive Officer, A Company, Student Training Brigade, Signal School, Ft Gordon, GA, 12 Jun 81.

NARRATIVE

LT Martir and LT Klynott note that Latins often looked down as a sign of respect. This, however, is often misunderstood by Anglos as a sign of disrespect.

They explain that many Anglo Drill Sergeants feel that Puerto Rican soldiers are selective in their understanding of English. In other words, they use English as a crutch in order to avoid such unpleasant duties. In many cases, the LT explains, this is an incorrect perception. Many Puerto Rican soldiers only know certain "key" words in English. A soldier hearing

a key word such as "break" that he knows is so eager to comply with his Drill Sergeants wishes that he jumps to take the break. This gives rise to the perception that the Puerto Ricans are the first to take a break but the last to do the work.

The LT notes that Puerto Ricans often have a hard time translating "impure" English. Their knowledge of textbook English is insufficient when they encounter Anglo peers and cadre members using expressions such as "I ain't got" or vulgarisms.

Many Puerto Rican soldiers take certain vulgarisms literally. Expressions such as "m-f-" are literally fighting words for many Puerto Rican and Hispanic soldiers. Any expression which reflects derogatorily upon their family and especially upon their mother can almost guarantee a violent reaction from these soldiers.

Many second language soldiers, they explain, resent their Anglo peers and Cadre members making fun of them or making derogatory comments directed towards their language or culture. Puerto Rican, Samoans, or Korean soldiers, when speaking together in their native language, often hear Americans say, "hey, don't talk that sh- over here." They find such comments to be extremely offensive and insulting.

LT Klynott feels that Anglo cadre members need to participate in a program that would educate them as to cultural differences and increase their cultural tolerance.

LT Martir states that many of his Puerto Rican Lieutenants are unable to adjust to Army life and left the service as soon as they could.

The LT states that the wives of many second language soldiers often encounter severe problems of adjustment. The lack of tolerance on the part of the Anglo community is an aggravating factor.

CRITICAL INCIDENT

The wife of one Puerto Rican soldier was pregnant and needed to go to see the doctor. She did not know English. Her husband went to his Sergeant and told him of the situation. He asked for some time off in order that he might take his wife to see the doctor. The Sergeant, however, felt that since she was in the US she should know English. Therefore, he would not let the Puerto Rican off work. The Puerto Rican was extremely frustrated and upset by the lack of compassion on the part of the Sergeant.

NARRATIVE

The LT notes that, as a rule, soldiers from Puerto Rico and Jamaica are abrupt in speech and in action.

CRITICAL INCIDENT

' One soldier from Jamaica talked very loud and projected his voice for all to hear. His American peers had no patience with his loud and, what they considered to be, intrusive speaking behavior. They came to resent the soldier.

NARRATIVE

LT Martir and LT Klynott observed that, in general, Anglos have little patience in dealing with people who do not speak clear and precise English. Therefore, they have little patience in dealing with second language soldiers.

Because of their generally poor English language abilities, the LT observes, second language soldiers are sometimes passed over for positions of leadership.

CRITICAL INCIDENT

Because of his prior service, a soldier from Puerto Rico was the senior man in a group of trainees. The senior man would normally be assigned a leadership position. However, because of his poor English language ability, the cadre felt that he could not handle the leadership position. The soldier was passed over and the leadership position given to an Anglo soldier.

NARRATIVE

The LT observed that a Puerto Rican Sergeant with several Puerto Rican soldiers in his Platoon will often expect more from the Puerto Ricans than from the other soldiers. The Sergeants will push the Puerto Ricans harder.

The LT feel that fraternization and its resultant disrespect is sometimes a problem for Puerto Rican officers and enlisted men.

CRITICAL INCIDENT

A Puerto Rican LT and a Puerto Rican Sergeant met each other on the street. Because they knew each other and were both from Puerto Rico the Sergeant did not salute the LT and the LT did not demand the salute from the Sergeant. An Anglo MAJ walking along a few steps behind them saw the interaction and reprimanded them both. After the MAJ had departed, the Puerto Rican LT told the Puerto Rican Sergeant that he expected to receive a salute the next time they met. The Sergeant said "why man, you are another Puerto Rican."

NARRATIVE

The LT notes that if a Puerto Rican soldier attempts to make friends with Anglo soldiers he is sometimes ostracized from the group of Puerto Ricans in the company.

CRITICAL INCIDENT

There were several soldiers from Puerto Rico in B Company. They routinely cliqued together as a group. One Puerto Rican soldier, however, decided that he would try to make friends with the Anglo soldiers in the company. He did so and later criticized his Puerto Rican peers for cliquing together in a group. He was promptly ostracized from the group. The other Puerto Ricans believed that he thought he was better than they were.

NARRATIVE

The LT observe that Puerto Rican soldiers often have their expectations of dating American females disappointed when they come to Initial Entry Training. In the military environment, they explain, the female to male ratio is relatively low anyway. The females can, therefore, pick and choose. They do not tend to choose poor English speakers. Such a situation only increases the frustration of Puerto Rican troops. The LT note that many soldiers from Puerto Rico have a distorted image of American females. Many assume that it will be easy to "put the make" on American females. When they find that this is not true, they are disappointed and frustrated.

The LT notes that some second language soldiers have difficulties adjusting to different social customs they encounter in the US. For example, they explain, soldiers raised in Puerto Rico, Philippines, or Samoa are often very possessive in their male-female relationships. When such a soldier takes a girl to a dance, he views her companionship as exclusively his for the evening. If someone comes up and attempts to dance with his girl he will take it as an insult and will often begin a fight. He interprets any intrusion upon his domain as an attack upon his pride.

Even among good friends, the LT explain, the proper conduct of male-female relationships differ from culture to culture. While a Puerto Rican male would probably allow his wife to dance a fast dance with a friend, they explain, he would almost never allow her to dance a slow dance unless it was a very, very close friend indeed.

When the Puerto Rican concept of acceptable social behavior comes in conflict with those typically held by Anglos, misunderstandings and conflicts often result. In Puerto Rico, they explain, the tradition is that if a man wishes to dance with a woman he should go to her date and ask the dates permission to dance with the woman. When placed into such a subservient role, with relatively little individualism, Anglo females often object.

The LT notes that soldiers from Puerto Rico often play their radios and tape recorders at a relatively loud volume. This is often objectionable by their Anglo peers. When the Anglos request the Puerto Ricans to turn the volume down, the Puerto Rican troops are often offended.

They note that many Puerto Rican soldiers are extremely proud of their heritage and sometimes express this pride in emotional terms.

CRITICAL INCIDENT

A Puerto Rican soldier living in the barracks had a large Puerto Rican flag suspended against an interior wall. The flag could be seen from the street. His Commanding Officer told the soldier to take the flag down. The soldier complied but openly wept as he was doing so.

NARRATIVE

The LT notes that soldiers from Puerto Rico are often confused by the Black/White racial differences they observe in the Army. This often causes confusion and frustration. Some white soldiers, they note, treat Puerto Ricans as if they were Black while some Black soldiers treat them as if they were White. This, they observe, could be one reason why Puerto Rican soldiers tend to stay in their own group.

Many Puerto Rican soldiers, the LT state, are extremely frustrated at the inability to communicate effectively in English. As a reaction to this frustration, they will often communicate through actions rather than through a language in which they are not fluent. As a consequence, many Puerto Rican soldiers are extremely aggressive until their English competency improves. This aggressiveness often leads to fights and consequent disciplinary actions.

The LT states that the concept of individual responsibility is often alien to some second language soldiers.

CRITICAL INCIDENT

One soldier from Iraq was roommate, during training with soldiers from Puerto Rico, Mexico and the US. The Iraqi was a very passive, educated, and relatively mature individual. He was a very trusting person and, in turn, he could be counted on to live up to his promises. Quite often however, he found that other soldiers would not keep their promises. In some instances he would rely on them to do something, they would not do it, and he would get in trouble because the task for which he was responsible had not been accomplished. The soldier became very confused, frustrated, and disillusioned.

Interview #57

CPT (Dr.) Rick Neary, Clinical Psychologist, and 1LT William Morningstar, Social Work Officer, Community Mental Health Clinic, Ft Jackson, SC, 15 Jun 81.

NARRATIVE

CPT Neary and 1LT Morningstar feel that the cultural differences encountered in the Army constitute problems of adjustment of second language soldiers.

They note that many of the soldiers from Puerto Rico they see in the Mental Health Clinic manifest various forms of hysterical reactions. They state that Puerto Rican soldiers, in general, tend to act out their behavior in a more animated fashion than do Anglo soldiers.

They observe that it might be interesting to look at Puerto Rican Veterans who have been discharged from the Army for psychiatric reasons. It might be interesting to observe their progress and/or change of diagnosis once they return to Puerto Rico.

Interview #58

SFC Jerry Sanders, Team Chief, Military Adjustment Unit, Ft Jackson, SC, 15 Jun 81.

NARRATIVE

SFC Sanders feels that second language soldiers have definite problems of cultural adjustment in the Army. He notes that coming into the Army is a shock for everyone but especially for soldiers from Puerto Rico because of the language problems they must encounter. He notes that Puerto Rican soldiers are, in general, much more highly motivated than are their Anglo peers. This motivation, combined with the fact that much of their training in Basic Training is of "hands-on" variety, means that many soldiers from Puerto Rico graduate from Basic Training with minimal knowledge of English. He personally knows at least one Puerto Rican soldier who finished Basic Training knowing almost no English at all. The soldier simply memorized the general orders, for instance, and had no understanding of the meaning of the words.

He explains that the Drill Sergeants will often bend over backwards to get a second language soldier through the training cycle. The "buddy system" is extensively used. SFC Sanders states that Puerto Rican soldiers are given the same treatment as anyone else in both Basic Training and the Military Adjustment Unit. He notes that these soldiers tend to make fewer excuses and talk back to the Drill Sergeants less than do their Anglo peers. The motivation of Puerto Rican soldiers, he says, is either totally positive or totally negative. They will not switch back and forth.

Interview #59

Mr. Jordon, Coordinator, BSEP Program, Ft Jackson, SC, 16 Jun 81.

NARRATIVE

Mr. Jordan feels that second language soldiers often encounter problems of cultural adjustment in the Army. Some of these adjustments are as simple as a different set of holidays.

CRITICAL INCIDENT

A group of Puerto Rican soldiers was attending BSEP classes during Basic Training. They were confused when they were informed that they would have to attend class on Good Friday. Good Friday was always a holiday in Puerto Rico. They did not feel that they should attend class on Good Friday. They were told that the day was not considered a holiday in the Army. The Puerto Rican soldiers refused to go to class and said they would observe their own holiday. The entire group subsequently got in trouble with their Commanding Officer.

Interview #60

Ms. Varina Connell, ESL Instructor, BSEP Program, Ft Jackson, SC, 16 Jun 81.

NARRATIVE

Ms. Connell feels that culture can be a problem for some second language soldiers. She notes that many such soldiers come from very tight knit families and can have emotional problems of breaking away from that structure. She notes that many Anglo Drill Sergeants simply do not have the time to work with second language soldiers as they should.

She states that many soldiers from Puerto Rico feel that they are discriminated against in the Army. This perception is cultivated by some of the verbal abuse they endure. For instance, when a Drill Sergeant comes into the barracks and says "get up you f-ing Puerto Rican," the Puerto Ricans perceive it as a racial slur. Such slurs are, naturally, highly resented by the Puerto Rican soldiers.

Ms. Connell suggest that Anglo Drill Sergeants could benefit a great deal by attending a course which would teach them how to deal one-on-one with second language soldiers. Such a course, she says, should include practice in developing listening skills.

She notes that, in general, Puerto Rican trainees seem to be more highly educated than their Anglo peers. She notices that most of them appear to join the Army as a means of upward mobility. Some of them, in fact, join the Army specifically to learn English.

Ms. Connell states that some second language soldiers are being pushed through their training and actually graduate knowing very little English. When one of her Puerto Rican students failed to obtain the required ECL score to get out of BSEP, his Drill Sergeant required the soldier to return to training anyway. The Drill Sergeant said "if he does not pass the test, we'll give him the answers."

Interview #61

Ms. Iris Padilla (Puerto Rican), ESL Instructor and Ms. Norma Garrett (Puerto Rican), ESL Instructor, BSEP Program, Ft Jackson, SC, 16 Jun 81.

NARRATIVE

Ms. Padilla and Ms. Garrett state that the change of culture and environment constitutes definite problems of adjustment from many second language soldiers. These problems of adjustment can be obvious such as food, weather, or language, or they can be much more subtle. Problems of non-verbal expressions and different value orientations and attitudes also constitutes problems for second language soldiers.

Language problems, of course, are the most obvious. The teachers say that Puerto Rican soldiers can understand "ESL English" but that is not the English that they encounter in the barracks and on the Drill Field. Their students often say "I can understand you but I cannot understand my Sergeant." Much of the language they hear outside of the classroom is liberally punctuated with vulgar expressions. The soldiers will imitate their Sergeants and Anglo peers and will pick up various curse words. They will often use such words in an inappropriate and often embarrassing manner.

They state that many Puerto Rican soldiers feels that the system is prejudiced against them. Many of the soldiers believe that their Drill Sergeants do not like Puerto Ricans and that Puerto Rican soldiers are given more extra duties than are other soldiers. Some soldiers state that their Drill Sergeants are impatient with them and do not give them a chance to practice their English.

Ms. Padilla and Ms. Garrett state their soldiers from Puerto Rico are often much more emotional than are their Anglo peers. Puerto Ricans, they say, will take criticism up to a point and then will "blow up." There is no middle ground.

They note that there are differences in non-verbal expressions between the Anglo and Puerto Rican cultures. Puerto Ricans often use highly animated and vigorous gestures. Anglos, on the other hand, use relatively few gestures in their conversations. As a consequence, when a Puerto Rican communicates with an Anglo he is not receiving as much "information" as when he communicates with another Puerto Rican. In addition, the interpretation given to gestures in the two cultures differ. When an Anglo does use highly animated gestures it is likely that he is either very emotional or very angry. This is not so with the typical Puerto Rican soldier. When an Anglo communicates with a Puerto Rican soldier and observes highly animated and "exaggerated" gestures, the Anglo is likely to conclude that the Puerto Rican is in an emotional state of mind, is angry, and is, perhaps, threatened.

Many Puerto Rican soldiers, the teacher states, object to being stared at. When they observe Anglo soldiers staring at them they often conclude that the Anglo is either looking for trouble or is "gay." In either case, the Puerto Rican soldier is often predisposed to a violent reaction.

The teachers note that soldiers from Puerto Rico and Korea will share almost everything they have with their peers, even the water from their canteens. However, they do not share certain personal items such as toothbrushes and towels. In addition, they are extremely possessive about their women.

The instructors note that the concept of reciprocity is extremely strong among certain second language soldiers. While these soldiers will lend almost anything, they expect the process to be reciprocal, a two-way street. This concept of sharing extends into other aspects of social life. For instance, they explain, that when a group of Puerto Rican friends go out for lunch together, it is assumed that when the bill arrives the group will split the bill equally among themselves regardless of how much or how little each individual person has eaten. If the bill is say, \$24 and there are six individuals everyone assumes he will pay \$4. However, if a Puerto Rican comes up to a friend and says "let's go to lunch" they both understand that it is he who will pay the bill. If an Anglo says "let's go to lunch" there is no guarantee or expectation that he will pay the bill. This different expectation sometimes causes misunderstandings and hard feelings between members of the two cultures.

Ms. Padilla and Ms. Garrett note that Puerto Rican women soldiers often have a lot of trouble in the Army relating to members of the opposite sex. They explain that many Puerto Rican females are raised in a relatively protected environment. Their exposure to sexual activity has often been extremely limited. When they encounter what they deem to be overt sexuality in the Army, they often have extreme difficulty adjusting.

The instructors note that differences in touching behavior also differ between the two cultures. They warn that it is not wise to touch a Puerto Rican soldier when he is angry.

They note that many Puerto Rican soldiers, when being reprimanded, have an automatic tendency to avert their eyes and look at the floor. This sometimes causes them difficulties.

CRITICAL INCIDENT

A female soldier from Puerto Rico had failed to carry out the instructions of her Anglo female Sergeant. The Sergeant called the soldier to task and reprimanded her. In the midst of the reprimand, however, the Puerto Rican looked at the floor and would not look at the Sergeant. This made the Anglo Sergeant very angry and she yelled at the top of her voice "look at me when I talk to you."

NARRATIVE

The instructors note that Puerto Rican soldiers are very punctual when punctuality is a requirement of a job. But on a social level they are much more relaxed in relation to time and punctuality than are Anglos.

Ms. Padilla and Ms. Garrett note that, a group, soldiers from Puerto Rico are extremely well motivated. They cooperate well and help each other make it through their training cycle.

CRITICAL INCIDENT

A group of Puerto Rican soldiers were attending English language training at a Basic Training Post. The study day was punctuated by various breaks in which they were allowed to go outside and rest. An instructor noted that a curious thing occurred during these breaks. The Puerto Rican soldiers, on their own, practiced various Military Skills they would be required to do in Basic Training. One soldier played the role of an Officer and the others practiced reporting to him in a proper manner. Another soldier played the role of Drill Sergeant and soldiers practiced complying with his orders. The soldiers even practiced the proper way to do push-ups. The instructor was very impressed by the group motivation of the Puerto Rican soldiers.

Interview #62

Ms. Debbie Bremmer, Test Proctor, BSEP Program, Ft Jackson, SC, 16 Jun 81.

NARRATIVE

Ms. Bremmer feels that all soldiers coming into the Army experience "Army shock." But, she feels, this is a greater shock for second language soldiers in that they also have to overcome the culture barrier.

She notes that the diets of many second language soldiers differ significantly from the typical diet of an Anglo. Many such soldiers have asked her why Americans eat so many potatoes.

Ms. Bremmer feels that there is a great need to educate Drill Sergeants in dealing with second language soldiers. She suggests putting in such a training in the Drill Sergeants course or giving it to them in formal classes during cycle break training. She says that such training should be made mandatory.

Ms. Bremmer states that soldiers are apparently taking the ASVAB Test and entering the Army with almost no English language abilities. She wonders how this is being done.

She states that Puerto Rican soldiers are, as a group, very well motivated. In addition, they have highly developed standards of personal hygiene and cleanliness.

She states that some soldiers from Puerto Rico have told her that they had been told that they would have Spanish-speaking Drill Sergeants in Basic Training. When they found that this was not true they were very disturbed and upset.

She states that Puerto Ricans are, in general, much more emotional than Anglos. In addition, they are much closer to their families. If a problem develops in their family at home while they are in training they often have extreme difficulty concentrating on their task.

Ms. Bremmer states that she has not observed cheating to be a problem among Puerto Rican soldiers.

She states that many Anglo Drill Sergeants are very defensive about second language soldiers. They assume that when such soldiers are speaking Spanish that they are talking about them. In many cases, Drill Sergeants and Company Commanders have instituted rules prohibiting the speaking of Spanish in the barracks. Puerto Rican soldiers, however, expect to be able to speak Spanish at least in their off duty hours and see the requirement to speak English as discrimination. One Sergeant, she says, even monitored the troop bay through a series of microphones and speakers in order to ascertain which soldiers were speaking Spanish.

Ms. Bremmer notes that many second language soldiers pick up on inappropriate Anglo slang and curse words. They model their conversations on those of their peers and their Drill Sergeants. The inappropriate use of certain Anglo slang expressions sometimes causes second language soldiers considerable embarrassment.

CRITICAL INCIDENT

A soldier from Puerto Rico entered a BSEP classroom one morning and announced in a loud voice "I've come to learn the f-ing English." The instructor was surprised and amused at the soldier's use of his newly acquired adjective.

Interview #63

Chaplain (COL) Diaz (Puerto Rican), Post Chaplain, Ft Jackson, SC, 16 Jun 81.

NARRATIVE

Chaplain Diaz explains that MG Blount is very concerned about problems faced by second language soldiers in the Army. When MG Blount was at Ft Jackson he was responsible for initiating the English language program.

Chaplain Diaz states that from 1965 through 1968 a Basic Training Center was in operation at Ft Buchanan, Puerto Rico. During training the soldiers were taught English there. Currently, most soldiers coming from Puerto Rico have some knowledge of English, but they have had no chance to use it in everyday conversations in Puerto Rico. For many of these soldiers, he states, there is a big psychological block that prevents them from using their English.

He states that Puerto Rican soldiers have very strong family ties and that, as a consequence, home sickness tends to hit them harder than it does Anglo soldiers.

He notes that many soldiers from Puerto Rico suffer from a sense of guilt at leaving their families there. For some soldiers this guilt is so strong as to make them effectively non-functional in training. There are, he notes, a lot of hardship discharges for soldiers from Puerto Rico.

CRITICAL INCIDENT

One soldier from Puerto Rico was undergoing Basic Training but was feeling very guilty about leaving his father alone in Puerto Rico to run the family business. His father had a heart condition and the soldier felt that he should be there helping him. The soldier felt extremely guilty, could not concentrate, and became almost totally dysfunctional. Finally he went AWOL and returned to Puerto Rico. In a week or so however, the soldiers' father personally brought the soldier back to the Basic Training post. The father announced that he was going to stay at the post until his son finished his training. He actually did stay for a week or so, but was finally persuaded to return to Puerto Rico. A few days after the father went back, the son again went AWOL. He was later apprehended in Puerto Rico and discharged.

NARRATIVE

Chaplain Diaz states that Hispanics tend to be more emotional than their Anglo peers. They are more vocal and flare-up more easily. In addition, he says, they are more easily offended, particularly if they feel that there has been some discrimination against them. They generally feel that when they are told that they could not speak Spanish among themselves they are being discriminated against.

The Chaplain observes that Puerto Ricans tend to have the support of Black soldiers. He says they see each other as a fellow minority. Although the Puerto Rican soldiers clique together, he states, when they have a problem with a group of white soldiers they will often look to the black soldiers in the Company for support.

He states that loud music is common in the Puerto Rican culture, but is often seen as disruptive by Anglo soldiers.

Chaplain Diaz states that soldiers from Puerto Rico probably have a higher tolerance for alcohol than do their Anglo peers. Rum and beer, he says, are introduced at a fairly early age and are almost like coke in the US.

He says that many Puerto Rican troops miss their native Puerto Rican dishes such as rice and beans, chicken, and roast pork. They find it difficult to become accustomed to the typical Army diet. Sometimes the change of diet results in physical problems.

CRITICAL INCIDENT

When he arrived at Basic Training one Puerto Rican soldier did not like the Army food he was served in the dining hall. Because there was nothing

else to eat, he consumed the food like everyone else. However, he could not digest the food. After a period of time, the problem became so severe that the soldier had to be hospitalized.

NARRATIVE

Chaplain Diaz states that some Drill Sergeants are insensitive to cultural differences. Some of them will not slow down their rate of speaking and will not take the extra time required to work with second language soldiers. He says that Drill Sergeants need to be trained in how to deal with Puerto Rican soldiers.

The Chaplain observes that the average Anglo could care less about learning another language. The "ugly American," he says, is very much alive. Instead of being compassionate with soldiers from different cultures, Americans are often abusive and arrogant.

In the area of religion, the Chaplain explains that Puerto Ricans are often handicapped because there are few Spanish speaking Chaplains in the Army. For these soldiers, he explains, Spanish is the "language of the soul." They prefer to participate in mass in their native Spanish language.

Interview #64

LTC D. J. Sills, Senior Army National Guard Advisor, Reserve Component Liaison Officer, Ft Jackson, SC, 17 Jun 81.

NARRATIVE

LTC Sills states that the English language course taught by the Puerto Rican Army National Guard is an effective course. He feels that the Puerto Rican soldiers with language problems are those who are going into the Regular Army and the Army Reserves. He recommends that all soldiers from Puerto Rico go through the PRANG course at Camp Snatiago.

Interview #65

Dr. Herb Gorod, Psychiatrist (Civilian), Moncliff Army Hospital, Ft Jackson, SC, 17 Jun 81.

NARRATIVE

Dr. Gorod states that cultural orientation training should be provided to second language soldiers. He feels that such training should be given to the soldiers before they arrive at Basic Training. In addition, he feels that similar training should be provided to Anglo Drill Sergeants.

He notes that soldiers from Puerto Rico are very motivated troops. The problems he encounters in the hospital often stem from homesickness and hyper-excited/hysterical reactions.

Dr. Gorod states that one explanation for the appropriately higher incidence of psychiatric disorders among Puerto Rican Veterans could be that Puerto Rican soldiers from the New York area, after being discharged and having received their VA benefits, go to Puerto Rico to live.

He notes that in the 1971 article on the "Puerto Rican Syndrome" by Dr. Irwin at Ft Jackson, the percentage of Puerto Rican patients in the Psychiatric Unit was apparently much higher than it is today. Dr. Gorod notes that the Vietnam draft was in effect at the time. He wonders whether or not the factor of the involuntary draft and a wartime situation might be the cause of the differences in the percentages of psychiatric admissions. He says that currently he has not noticed any particularly abnormal number of Puerto Rican soldiers on the Psychiatric Ward. He suggests that someone take a look at World War II statistics and Korean statistics and determine whether or not soldiers from Puerto Rico have an abnormal percentage of battle fatigue casualties. Such statistics could have significant implications for mobilization plans.

Interview #66

SFC Daniel Facinelli, Human Relations and Equal Opportunity NCO, Fourth Brigade, Ft Jackson, SC, 17 Jun 81.

NARRATIVE

SFC Facinelli states that cultural problems definitely exist for second language soldiers. However, he states, it is a two way street. Soldiers who speak a different language are in many cases not accepted by various individuals in the Army. There does not seem to be a clear policy on speaking languages other than English in the Army. This often causes confusion and resentment.

CRITICAL INCIDENT

In 1979, the Commander of the Third Infantry Division put out a command policy stating that anyone caught speaking Spanish would be subject to an Article 15. In general, subordinate Commanders and NCO said that the policy was great. But many second language soldiers were quite upset with the policy and perceived it as discrimination.

NARRATIVE

SFC Facinelli states that many soldiers from Puerto Rico feel that they are routinely discriminated against. They feel that they are under more pressure than other soldiers and, as a consequence, clique together for mutual support. Very often the Puerto Rican clique becomes a negative group because it is itself a reaction to negative pressures from the outside.

The Sergeant observes that there is a wide spread perception that a certain number of promotions are being mandated for minorities only. The resultant negative attitudes by Anglo NCO, states SFC Facinelli, are often reflected in their negative relations with minority troops.

SFC Facinelli observes that many Commanders and NCO feel that everyone in the Army should be "green." This, he says, is the "melting pot syndrome." They feel that everyone should be the same. However, he says, the troops don't feel this. He explains that many second language Commanders and NCO have assimilated into the Army culture and think that others should to the same. Many troops, however, wish to retain their cultural individuality. The Puerto Rican Sergeant, SFC Facinelli states, says, "you have to give up part of your culture in order to be a success in the Army." But the young troops "don't buy this line."

SFC Facinelli observes that many Anglos object to second language soldiers speaking their language in front of them. They see this as rude and inconsiderate behavior. He says, however, that he knows one Puerto Rican E-7 who refuses to speak Spanish if anyone in the group cannot speak Spanish. He states this is the mode of interaction most Anglos prefer.

The Sergeant observes that he has witnessed a "white backlash" against the Hispanic week and the Black week instituted throughout the Army in the past few years. He gets questions such as "where is the White week---Italian week---Polish week?" He states that recently Ft Dix has started a "rainbow week" in which a day is set aside for different ethnic groups. He states that the reception to this idea has been good.

SFC Facinelli states that many soldiers from Puerto Rico have a great deal of personal pride and self-worth. It really hurts them, he says, to be chewed out by their Drill Sergeant in front of their peers. Often Puerto Rican soldiers feel that in such a situation they must react in some manner. This often gets them into trouble.

SFC Facinelli states that the Equal Opportunity Program in Germany teaches about cultural differences. He says this is done only overseas.

The Sergeant states that methods of dealing with problems differ between the Puerto Rican and Anglo cultures. An Anglo, he says, will try to resolve a problem completely, if he cannot solve the problem he will try to find out why even to the point of blaming his peers for failure to follow through. Puerto Ricans, he says, will take a problem to a certain point and, if it cannot be solved, will drop it.

SFC Facinelli states that soldiers from Puerto Rico are extremely sensitive about their language and identify their language with their culture.

CRITICAL INCIDENT

In an Equal Opportunity Class attended by soldiers from various backgrounds, a teacher was explaining the difference between the Spanish spoken in different countries. The teacher made the statement that the Castilian form of Spanish spoken in Spain was the "proper" Spanish. The Puerto Ricans in the class, took this as an insult and were highly upset.

NARRATIVE

SFC Facinelli notes that because Puerto Ricans must take the ASVAB before their English has been perfected, they often score low and are labeled as "dummies."

He states that the DOD Equal Opportunity and Management Course taught at Patrick AFB, FL has materials on dealing with cultural differences. The courses are a part of the Equal Opportunity Management Institute.

MSG Dettis in TRADOC Human Relations Equal Opportunity Office at Ft Monroe compiles the ATPL-13, Semiannual Statistical and Narrative Report for all of TRADOC. This report details minorities statistics and can be used to ascertain the performance and treatment of minority soldiers. This report is forwarded to the Department of Army where a consolidated report for the entire Army is produced.

SFC Roberto Molinary, is a Puerto Rican NCO in charge of the Human Relations Equal Opportunity in Ft Jackson 4th Brigade. SFC Molinary has a Master of Science Degree in Human Relations and many years experience. He would be an excellent resource person to advise on developing cultural orientation training for second language soldiers and for Anglo cadre members.

Interview #67

Chaplain (MAJ) Arturret (Puerto Rican), Brigade Chaplain, 4th Brigade, Ft Jackson, SC, 17 Jun 81.

NARRATIVE

Chaplain Arturret states that Puerto Rican soldiers have difficulty adjusting to the language, the weather and the food. Puerto Ricans, he says, are often just "lost" when they report to Ft Jackson.

He recommends that Basic Training be given to Puerto Rican troops in Puerto Rico and that they be sent to the US to receive Advanced Individual Training. He notes that Basic Training was given at Camp Tortugaro, at Vega Baga, in 1950-1951. He says that this will give the soldiers a chance to be close to their families while they are making their initial adjustment to the Army.

Chaplain Arturret states that the soldiers from Puerto Rico, that he knew, who were stationed in TOE units in Panama had no problems of culture adjustment.

Interview #68

MAJ (Dr.) George Martin, Psychiatrist and CPT Lewis, Social Work Officer, 82nd Airborne Division, Community Mental Hygiene Activity, Ft Bragg, NC, 18 Jun 81.

NARRATIVE

Dr. Martin states that he believes that culture constitutes a problem for some second language soldiers arriving in the 82nd Airborne Division. However, it is difficult to say definitely because records are not maintained on this. Of the soldiers that he does see in the clinic, he says, he does not have a good sense of what their prior conditions were before they arrived in the 82nd Airborne. They could have been misfits before and have simply continued their histories.

CPT Lewis states that soldiers from Puerto Rico and Samoa often appear to have problems of alienation. They don't fit in with the rest of the unit. They automatically start out by being different and oftentimes function on the periphery of the unit. He states that their English language often is not adequate and that if their "translator" is not there they are lost.

CPT Lewis says that Americans often consider Puerto Ricans and Hispanics in general to be "overly emotional." He observes that those referred to the Community Mental Hygiene Clinic often manifest hysterical symptoms. One way that soldiers deal with their anxieties, he says, is to turn to drugs. He does not have a figure, however, for the relative incidence of drug abuse among Puerto Rican soldiers as opposed to the population at large.

CPT Lewis states that Puerto Rican soldiers are reluctant to come in and talk about their problems.

Dr. Martin states that the "Puerto Rican Syndrome" is not an officially recognized diagnosis. He is the only one aware of this particular condition being discussed within Army circles. He assumes that this is because the Army has a relatively high concentration of Puerto Ricans. The syndrome, he says, is characterized by hysterical psychosis.

Some second language soldiers have different expectations of medical doctors and medical examinations. These different expectations sometimes causes embarrassing problems.

CRITICAL INCIDENT

An Anglo Physician was giving a routine physical examination to a Bolivian Colonel. Everything went well until he came to the rectal examination phase. The Colonel became very upset and objected strenuously. He had never experienced such an examination before. Only with a great deal of persuasion, was the Anglo Physician able to complete the examination.

NARRATIVE

The Officers observe that Hispanics tend to clique together in their own groups at Ft Bragg. Language, they say, is not the sole barrier that keeps them separated from the other troops.

The two Officers state that research indicates schizophrenia to be a physically based disease and one that should be stable from country to country. In other words, the incidence of schizophrenia, should not be affected by an individual's cultural origins. They suggest that the apparent greater incidence of psychiatric disorders among Puerto Rican Veterans could be a function of incorrect diagnosis by medical personnel. The greater the cultural disparity between the evaluator and the patient, they say, the "sicker" the patient tends to be. They suggest that someone should obtain statistics on mental illness among the Puerto Rican population at large and use this as a basis of comparison for the incidence of mental illness among Puerto Rican soldiers.

CPT Lewis states that cultural orientation programs should be two way. He sees a great need to sensitize Commanders to the problems of the culturally different.

Interview #69

COL D. J. Sloan, Chief, Security Assistance Training Management Office, John F. Kennedy Institute for Military Assistance, Ft Bragg, NC, 18 Jun 81.

NARRATIVE

COL Sloan dispatches Security Assistance Teams from Army resources to countries all over the world. He feels that cultural training is a very important part of the training these American teams should receive. It is his desire to have mandatory pre-deployment training for all his teams. He would like to include cross cultural communication training in the syllabus. He is very interested in this topic and sees a real need for further development.

Interview #70

Mr. Charles Brookman, Chief, Student Personnel Management Division, First ROTC Region (formerly with Schools Branch, National Guard Bureau, Ft Bragg, NC), 18 Jun 81.

NARRATIVE

Mr. Brookman states that 12½ percent of Initial Entry Training attrition comes from Hispanic soldiers. He states that TRADOC did a study relating to the language problem. This study along with other background material can be obtained from Mr. Bob Ayers at DA, TAG.

Mr. Brookman states that cultural factors are a problem of concern with soldiers from Puerto Rico. He says that cultural factors were addressed at the National Guard Bureau level in the last PDIP. He does not, however, know its present status.

Mr. Brookman states that he visited the PRANG English Language School at Camp Santiago in November 1980. A copy of his trip report can be obtained from Mr. Ed Remishisky, at the National Guard Bureau Schools

Branch. This school, Mr. Brookman explains, provides training in English language, cultural factors, and Para-Military Skills. He says that Puerto Rican soldiers enlist in the PRANG with the provision that they must score a 60 ECL. This score is waivable to a 55 ECL. He states that only about half of the PRANG soldiers actually attend the English Language School at Camp Santiago. In the past, he says, this school has been funded by CITA. When Mr. Brookman left the National Guard Schools Branch there was money in the budget to continue it as a unit school for the rest of this FY. He does not know of the current status of these funds.

Mr. Brookman says that he asked CPT Luna, at the PRANG Language School, to project expanding his school to accept 2,000-3,000 students per year.

Interview #71

LTC R. Brace (USAF), Dean of Academics, Defense Language Institute, San Antonio, TX, 22 Jun 81.

NARRATIVE

LTC Brace states that cultural differences have sometimes caused problems for second language soldiers attending DLI. There were recurring problems with these soldiers having difficulties with the San Antonio Police Department. DLI has now produced a video tape giving a cultural orientation to San Antonio Police Department rookies. This orientation better prepares the policemen to deal with soldiers from other cultures. Since the orientation has been instituted, problems have been dramatically reduced.

He notes that cross-cultural communication topics are included in DLI in-service seminars. Dr. Edna Koenig from the Texas A&M University, International Programs Office, routinely gives in-service seminars to DLI staff members on Intercultural Communications techniques. Dr. Charles Vetter has also given seminars to DLI cadre using role playing techniques. LTC Brace feels that such programs are beneficial and necessary.

The LTC notes that a Mr. Arzak, a DLI staff member currently on a recruiting assignment in New York City is particularly articulate in Puerto Rican cultural affairs. He suggests that Mr. Arzak might be a valuable resource person in developing cultural specific orientation training.

The LTC states that DLI has also used a series of video tapes for cultural orientation of their staff produced by a Doctor Bastain. DLI he says, has a complete set of these tapes and all their teachers are required to go through the set. He believes that the tapes are free to the Military and he highly recommends them.

Interview #72

Mr. Art Reyna, Chief, Resident Training Branch, Defense Language Institute, San Antonio, TX, 22 Jun 81.

NARRATIVE

Mr. Reyna explains that a 70 ECL is the minimal score a foreign military student needs to participate in Technical Training Courses in the US. In certain hazardous courses, involving danger to life or limb, an 80 ECL is required. The DLI curriculum, he says, is divided into three parts: Basic, Elementary, and Intermediate.

Mr. Reyna feels that Hispanics should be more likely to make the Army a career than other members of the population in general. He feels that, as a group, Hispanics are more motivated towards Military Service.

Interview #73

Mr. Randolph Johnson, Chief, General English Section, Defense Language Institute, San Antonio, TX, 22 Jun 81.

NARRATIVE

Mr. Johnson feels that second language soldiers definitely have a reaction to the culture they encounter when coming to the US. Many foreign soldiers, he says, have a difficult time relating to the relative egalitarianism they encounter in the US. The same is true for the relatively informal atmosphere. He states that DLI tries to include various types of cultural orientation information into the English language course. For instance, he says, they give units on the legal system and on dining customs. He notes that the Russian and Chinese courses taught at DLI in San Antonio for the Air Force has cultural factors specifically cranked into the curriculum. This specific inclusion of cultural factors, however, is not included in the English language program.

Mr. Johnson observes that many Hispanics identify their language with their culture. The implication is that if they perceive their language as being rejected, they also perceive their culture as being rejected. This they oftentimes resent.

Mr. Johnson states that the ECL examination can be assigned rough equivalencies to the TOEFL examination. A TOEFL score of 550 is roughly equivalent to an ECL of 95. A TOEFL 450 is roughly equivalent to an ECL of 85.

Interview #74

Mr. John Killough, Assistant Chief, General English Section, Defense Language Institute, San Antonio, TX, 22 Jun 81.

NARRATIVE

Mr. Killough was intermittently involved in the 6-month program for 200 second language soldiers that was taught at DLI late last year and early this year. Most of the 200 second language soldiers attending the program were from Puerto Rico. The soldiers attended English language classes and

participated in the modified Basic Training Program with Army Drill Sergeants. These soldiers will be tracked over a period of 2 years and their performance in the Army compared with a control group which did not receive the 6-month language training program. Mr. Killough notes that the participants in this program were all volunteers, highly motivated, with high ambitions. He states there were no discipline problems with the group. On the contrary, because this group was the only group of Army soldiers on Lackland AFB, they pulled together and were extremely sharp troops. They realized they were living in a "fish bowl" and were anxious to prove themselves to the Air Force.

Mr. Killough feels that a 3-month language training program is simply not long enough to do the job. He would recommend having a 4-month language training program taught at DLI. The "duds" should be eliminated early in the program and the "fast movers" should be advanced. People should be started every week into the program to have a constant flow and to give increased flexibility in managing students. He cautions that if a language training program is instituted in Puerto Rico, the teachers should be native English speakers.

Mr. Killough states that an ECL of 100 is supposed to be representative of the average language fluency of a 9th or 10th grade student in a US high school. An ECL of 70 is supposed to be good enough for a student to make it through the average Technical Training Program. Flight Training Programs however require an ECL of 80.

Mr. Killough states that the average student going through the DLI English language program will improve his ECL score by about 1-1½ points per week on the average.

Interview #75

Ms. Ruth Davis, Mr. Harold Neal, Mr. Oscar Vale, Ms. Geraldine Cassidy, Mr. Tony Marritto and Ms. Irene Richter, ESL Instructors, Defense Language Institute, San Antonio, TX, 22 Jun 81.

NARRATIVE

These ESL teachers note that their students from Puerto Rico were extremely punctual in coming to class in the first part of the course. In the latter part of the course, however, they were not as tightly supervised by their Sergeants and, consequently, punctuality became somewhat of a problem.

Mr. Marritto notes that the culture shock for this group of soldiers was probably lessened because they were undergoing training in San Antonio, a predominantly Hispanic city.

The instructors are of the consensus opinion that any future language training programs for Puerto Rican soldiers should be taught at DLI in San Antonio rather than in Puerto Rico. They state that leaving the Island of Puerto Rico represents a major psychological break for these soldiers. They feel that once they make that break they are committed and are on their way.

Mr. Neal notes that many soldiers from Puerto Rico join the Army out of economic motivation. They see the Army as an avenue of upward mobility and as a way of gaining educational benefits.

Ms. Davis notes that she had trouble with one student from the Dominican Republic who would not pay attention in class. The student was writing poetry in class and when he was told to stop writing he got mad, threw down his book and left the classroom.

Another instructor notes that quite often her Puerto Rican students will talk to each other during class. When she would ask them to please pay attention they would reply that they were paying attention. (COMMENT: The two incidents above could be indicative of a difference in information processing between the Anglo and Puerto Rican cultures. In business dealings it is quite common in Puerto Rico to have several simultaneous interactions in an office. This can be quite upsetting to an Anglo who feels he is being shunned to one side and not given attention. The ability to handle multiple information inputs simultaneously might mean that Puerto Rican soldiers are able to carry on one conversation while paying attention to another.)

The instructors note that, for some reason, there was a rash of marriages in the group of Puerto Rican students attending the course. They have no explanation for it.

The instructors note that their Puerto Rican students seemed uncomfortable with the racial differences they observed after arriving in the US. One teacher was asked by a soldier "would it bother you if your son married a Black girl?" The teacher took this as indicating that the soldier was curious and concerned about such matters.

The teachers observe that, among the Puerto Rican students, about half were pro-statehood and half were proindependents in their politics. They state they there was often open and emotional discussions during class.

The instructors recommend that should Puerto Rican soldiers be sent to DLI in an English language program they should be billeted in an area of the base in which they are with American troops. They state that the group they taught, being the only Army group on a Air Force Base, developed great cohesion and spirit.

Interview #76

Mr. V. E. Smilgin, Chief, Curriculum Development Branch, Defense Language Institute, San Antonio, TX, 23 Jun 81.

NARRATIVE

Mr. Smilgin states that few soldiers attrite from Initial Entry Training because of language. He says that extensive use of the buddy system gets second language soldiers through the training cycle.

He states that there is a need to "sensitize the environment" to the needs of second language soldiers. He cautions, however, that one should not use the word "sensitize" because many people would attach negative connotations to the concept.

He observes that the Navy, for many years, has had the Philippino steward corps. He wonders what might be learned from their experiences.

He states that he has heard reports of Spanish speaking units being formed in Europe.

Mr. Smilgin states that the curriculum plan DLI is developing to submit in September consists of a Pre-Basic Phase consisting of a maximum of 240 hours of instruction of which any one soldier would get 180 hours. There will be a MOS Phase covering specific job language performance requirements in 59 selective MOS. Finally, there will be a recommendation to develop a Pre-Enlistment Language Phase probably not to exceed 6 months. There is a possibility that the Department of Labor might be persuaded to fund this.

Interview #77

Mr. D. H. Mebane, Chief, Test and Measurement Branch, Defense Language Institute, San Antonio, TX, 23 Jun 81.

NARRATIVE

Mr. Mebane states that as of 2 years ago, Europe had "thousands" of soldiers who were reporting to units without being able to speak English effectively.

Mr. Mebane explains that the ECL exam consists of 120 questions. Over 8,000 questions are currently into the computer data bank and the tests are computer generated. Each year there are 55 forms of the resident test and 14 forms of the non-resident test. These are recycled each July 1st. Twelve forms of the non-resident test are used in OCONUS and two forms are used in non-resident CONUS locations to test direct entry students. The ECL, he states, tests both oral and written comprehension abilities. A student may score from 0 to 100 on the exam. Each form of the exam comes with a conversion to equalize them.

A couple of years ago, Mr. Mebane states, the ECL was administered to a group of American high school graduates. The average score on the ECL was 82.

Mr. Mebane is currently in the process of comparing the ASVAB scores for the 200 second language soldiers who participated in the 6-month DLI program. These soldiers had taken the ASVAB upon entry into the service. The test was administered to them again after they had completed their 6 months of training. Unfortunately, he says, the test form changed during the interim. He believes that the Navy has a conversion. He states that the Army Research Institute (ARI) also has this data but does not know if they are comparing the two scores. (COMMENTS: Someone should do a study of the Pre and Post English Language Training ASVAB scores on these

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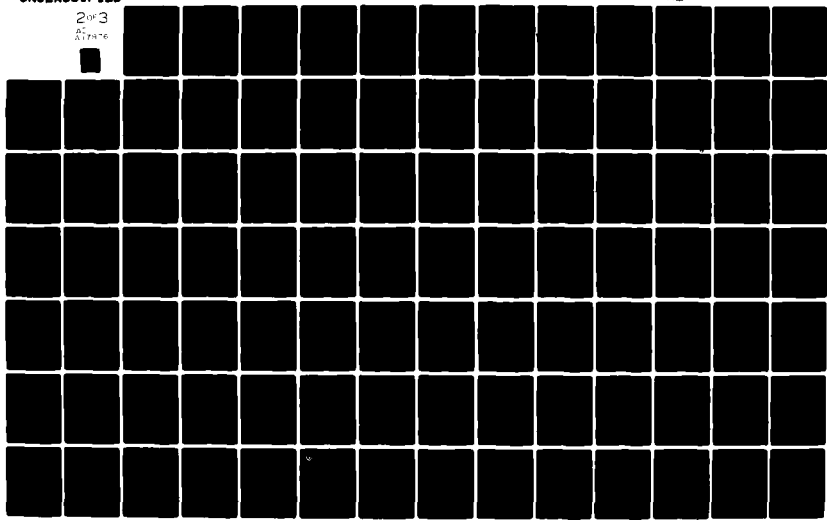
ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
CULTURAL ADAPTATION OF SECOND LANGUAGE SOLDIERS. (U)
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soldiers. Even though the form of the ASVAB changed in the interim, the two scores could be statistically compared simply by relating them both to representative sample of soldiers taking each form of the ASVAB. In other words, the scores of the Puerto Ricans on the old ASVAB could be compared with the scores of other soldiers on the old ASVAB. The scores of the Puerto Ricans on the new ASVAB could be compared with the scores of other soldiers on the new ASVAB. Tests for statistical significance could be done on these scores. This process appears to be relatively simple to do. Someone needs to do this because a hypothesis needs to be proven. The hypothesis is that the ASVAB and resultant GT scores of second language soldiers are artificially depressed because of their lack of English language fluency. Because soldiers are placed in Army MOS based upon their ASVAB scores it appears that second language soldiers may be being placed in those MOS requiring lower scores. In other words, because their English is not good they are being categorized as not being smart enough for some of the higher technical MOS. If this is true, the Army is wasting a valuable human resource.)

Interview #78

Mr. John Devine, Chief, Non-Resident Training Branch and Mr. Ted Klein, Chief, Course Design, Section B, Defense Language Institute, San Antonio, TX, 23 Jun 81.

NARRATIVE

Mr. Devine feels that someone should do a cost effectiveness study on the feasibility of providing English language training to Puerto Rican soldiers before or immediately after they come into the Army. He feels that if such soldiers are adequately prepared in the language area, the reenlistment rate of Puerto Ricans would be dramatically increased.

Mr. Ted Klein states that an old friend of his, COL (O-6) John Swindells, in the Evaluation Branch at Ft Knox, has just completed a Masters Thesis on the subject of Language Acquisition of Puerto Ricans in the US Army. Mr. Klein suggested that COL Swindells might be able to provide valuable input into this problem.

Interview #79

Mr. Tom Molloy, Chief; Mr. Clayton Jung, Mr. John Sims and Mr. Bob Kern, Course Design Section A, Defense Language Institute, San Antonio, TX, 23 Jun 81.

NARRATIVE

Mr. Molloy states that his section has administered questionnaires that have addressed problems of cultural adaptations encountered by second language soldiers in TOE units. His report should be ready by 30 Sep 81.

Mr. Molloy states that he has received consistent feedback that there are Spanish-speaking Army units in Europe. One of his people has personal knowledge of a Spanish-speaking squad in a company in Germany. He has heard rumors that units as large as company size are being formed exclusively of Spanish speaking soldiers.

Mr. Molloy states that Mr. Tom Keesee and Dr. Tom Welch have a print-out detailing second language attrition in AIT and BT that is linked to English language problems.

He feels that the 6 weeks language course they are currently developing should probably be a 4-week capstone course.

Interview #80

LTC C. Urbano (USAF), Commandant of Troops; MSG Pete Pedersen (USA), Drill Sergeant and SFC Ryan (USA), Platoon Sergeant, Defense Language Institute, San Antonio, TX, 23 Jun 81.

NARRATIVE

MSG Pedersen states that he worked with a Puerto Rican program at DLI and recommends that some sort of training be included in the Drill Sergeant course giving the Drill Sergeants an orientation in dealing with second language soldiers.

SFC Ryan notes that in the class of Puerto Rican students, at least eight females, and perhaps more, were married during the course.

The Sergeants note that the motivation of the Puerto Rican soldiers was outstanding. MSG Pedersen feels that Puerto Ricans are more inclined to join the Army than is the population at large.

They feel that Puerto Rican soldiers are often more emotional than are Anglo soldiers and are more prone to anger. They note that if a Puerto Rican is calm he will look you in the eye but if he becomes angry he will not. MSG Pedersen notes that, because of the nature of the DLI course, he was able to take time to work with the Puerto Rican soldiers. He built up their trust in him and found that they readily brought their problems to him. In a normal training situation, he says, such time is often not available.

LTC Urbano and the Sergeants state that they had shoplifting problems with the group of Puerto Rican soldiers was shoplifting.

They note that the Puerto Ricans are very attached to their family and will take every opportunity to return home for a visit. Of the 187 or so Puerto Rican soldiers in the program, all but 15 returned to Puerto Rico over the Christmas holidays to visit. They note that in Germany, many Puerto Rican soldiers will return to Puerto Rico every Christmas to visit.

They state that Puerto Ricans resent being lumped in with other Hispanic groups. They advise that one should never call a Puerto Rican a Mexican.

Interview #81

MAJ (Dr.) Osvaldo Font, MD, (Puerto Rican), USAF Health Clinic, Lackland AFB, San Antonio, TX, 23 Jun 81.

NARRATIVE

Dr. Font notes that many of the Puerto Rican soldiers attending the DLI course came to him with their medical and personal problems. He says that their biggest problem was, of course, language. Other problems involved problem difficulties with boyfriends, family and with drugs. Some of the Puerto Rican soldiers developed stomach cramps from an inability to readily digest the food they encountered upon arrival in the US.

Dr. Font states that Puerto Ricans have extremely strong family ties and will do everything they can to return to Puerto Rico over the Christmas holidays. Dr. Font reports that there seemed to be an abnormal number of marriages among the group of Puerto Rican soldiers participating in the DLI program. "Almost all" of the the Puerto Rican females got married during the program, he says. He says there was an average of three marriages every weekend since December. In one weekend, he says, eight couples got married. He states that some of these marriage might have been because of pregnancy. He states that in Puerto Rico if a girl gets pregnant before she is married there is a great deal of pressure on the couple to get married. Such marriages usually last only a year or so before a divorce occurs. (COMMENT: Someone needs to look at the incidents of pregnancies and venereal disease among Puerto Rican soldiers as supposed to the population at large. Basic differences in the availability of sex education could be reflected in such statistics.)

Interview #82

SSG Bruce Thorp, Acting NCOIC, Academics Standards Section, Medical Training Brigade, Ft Sam Houston, TX, 24 Jun 81.

NARRATIVE

SSG Bruce believes that culture causes problems for second language soldiers to a certain extent. He notes that the motivation of Puerto Rican soldiers is usually high. The educational level of Puerto Rican soldiers is also usually exceptionally high. Despite this, however, he reports that many Puerto Rican soldiers attending Medical Advanced Individual Training have serious English language problems.

CRITICAL INCIDENT

A Puerto Rican soldier attending Advanced Individual Training was having severe English language difficulties. His Sergeant asked him "how did you make it through Basic?" The soldier replied that his Drill Sergeant in Basic Training had interpreters that helped him make it through the training. The Sergeant said "how did you pass the ASVAB?" The soldier replied "what ASVAB?"

NARRATIVE

Ssg Thorp notes that he has had Puerto Rican soldiers who could not read the instructions well enough to take the SelectABLE Test. Those going to the Education Center are usually given the ECL Examination and score between 45 and 53 on their initial test. Such soldiers undergo a 6-8 week English-As-A-Second-Language program taught in the Education Center.

Ssg Thorp reports that in order to qualify for the 91B (Medical) training, a soldier must have a GT score of 95. He states that 91B trainees are no longer the "cream of the crop."

Ssg Thorp reports that he has heard a rumor that the Puerto Rican Army National Guard and Reserves administers the ASVAB in Spanish. He has heard another rumor that the Army Audit Agency is looking into this.

He notes that, from his experience, regular Army soldiers from Puerto Rico usually seem to be more proficient in English than soldiers from the Puerto Rican National Guard or Reserves. Most of the Regular Army Puerto Ricans that he has encountered, have been from New York rather than from the Island.

Interview #83

MAJ Larry Pitt, Executive Officer, First Battalion, Medical Training Brigade, Ft Sam Houston, TX, 24 Jun 81.

NARRATIVE

MAJ Pitt reports that language is a problem for second language soldiers attending Medical AIT. They have trouble understanding instructions and trouble in basic communication with cadre members about such topics as pay. The soldiers, he says, typically use a "buddy system" with those with better English language interpreting for those who lack English language skills. He states that the Medical Training Brigade has a policy of testing, reteaching, retesting, reteaching, retesting. The only failures are for lack of motivation. MAJ Pitt notes that the quality of troops in general has declined in recent years. He states that MILPERCEN is given the Army Medical Department troops indiscriminately. They do have to have a GT score of 90 or above. He feels they are not the same quality of troops as a few years ago. (COMMENT: It seems a shame that many quality Puerto Rican soldiers cannot obtain the magic 95 GT score required for entry into the AMEDD simply because of their lack of English language ability. It appears that the Army is under-utilizing a quality manpower pool.)

CPT Pitt notes that the Army Medical Department has a higher ratio of females than the rest of the Army. He believes that Puerto Rican females seem to have more severe problems of adjustment than do their male peers. Females from Puerto Rico appear, to him, to have more discipline problems than do male Puerto Ricans.

Interview #84

1LT Frank, Commander and SSG Garcia, Battalion Sergeant, D Company, First Battalion, Medical Training Brigade, Ft Sam Houston, TX, 24 Jun 81.

NARRATIVE

1LT Frank feels that soldiers from Puerto Rico often use language as an excuse to avoid certain duties. In many cases, she says, language is a real problem for some of the soldiers.

CRITICAL INCIDENT

A group of eight soldiers from Puerto Rico enlisted in the Army in order to obtain training in the medical MOS. They made it through Basic Training and were assigned to the Medical Training Brigade for AIT. They all developed academic problems because their English language proficiency was not good enough. When they found they were about to be dropped from the course they protested. Their argument was "I enlisted for this MOS. If I wasn't qualified you should have told me that I needed language training before enlisting." They carried their protest through the Training Division Commander and up the chain of command. MG Becker, Academy of Health Sciences Commandant, agreed with their argument and approved their going through English language training.

NARRATIVE

1LT Frank notes that soldiers from Puerto Rico usually have a higher educational level than do soldiers in general. She says that the ones she has dealt with have had at least 2 years of college. This is true of the eight that are now going through English language training. In addition, she says, the motivation of Puerto Rican soldiers is uniformly very high.

1LT Frank and SSG Garcia do not note any particular difference in disciplinary problems between Puerto Rican females and other female soldiers. In other words, Puerto Rican females do not appear to be a particular problem.

They note that soldiers from Puerto Rico do not seem to have any problems in adapting to the Army concept of time and punctuality.

Interview #85

CPT Neil Trent, Commander, A Company, 2nd Battalion, Medical Training Brigade, Ft Sam Houston, TX, 24 Jun 81.

NARRATIVE

CPT Trent says that the problem with Puerto Rican soldiers is exclusively language. Culture, he believes, is no big problem for them. He believes that 6 weeks language training does not give the soldiers enough English language training to make them proficient. He says that they need a 9-month to 1-year program.

He notes that soldiers from Puerto Rico are usually very sharp in their personal appearance and are usually good soldiers. Their motivation is typically very high and their education level about the same as other soldiers.

Interview #86

SGT Biascochea (Puerto Rican), Platoon Sergeant, A Company, 2nd Battalion, Medical Training Brigade, Ft Sam Houston, TX, 24 Jun 81.

NARRATIVE

SGT Biascochea believes that culture is a definite problem for second language soldiers entering the Army. He states that soldiers from Puerto Rico come from a different religious background; they place a great deal of importance upon their extended family; they have difficulty adapting to the food in the Army; they have difficulty asking questions; and they have other areas of difficulty which are not so obvious.

The Sergeant notes that in Puerto Rican families, discipline is usually very strong. Puerto Rican children are taught to do as they are told and don't ask questions.

SGT Biascochea notes that Puerto Ricans use a lot of gestures and non-verbal expressions when communicating. The fact that Anglos do not use as many gestures sometimes causes confusion for Puerto Rican soldiers. For example, he says, an American Sergeant will give an order but will not give the expected non-verbals to go with it. Because the Sergeant only said the order without emphasizing gestures, the Puerto Rican soldiers might believe that he is not all that serious and really doesn't expect them to carry the order out.

The Sergeant notes that when criticized, many Puerto Rican soldiers will look down, look away, will look anywhere except in the face of the superior. Many Anglo cadre members, however, feel the Puerto Rican is ignoring them and not paying attention, this gets them even more upset.

SGT Biascochea says that if a Puerto Rican soldier is angry you can tell it by the gestures he uses. Americans, in general, don't use a lot of gestures and are uncomfortable when Puerto Ricans gesture in an animated fashion.

The Sergeant explains that methods of relating to the police differ between the Puerto Rican and Anglo cultures. For instance, he says, in Puerto Rico when the police stops you, you normally get out of your car and walk back and talk to the policeman. In the US, however, you must wait in your car. If you get out of your car, the American policeman might take this as an aggressive action and take appropriate measures. In addition, SGT Biascochea states, many Puerto Rican soldiers expect to get a break from the police. In Puerto Rico the police often want to know why you did a certain thing but in the United States the fact that you did do it is enough to warrant the ticket. SGT Biascochea believes that in some cases Puerto Ricans transfer this line of thinking to the military. He states that Puerto Rican soldiers will try to talk their way out of trouble.

SGT Biascochea states that many Puerto Rican soldiers come into the Army with the expectation that they are going to be discriminated against. They are aware of the race situation in the US and feel that they will be discriminated against because they are Puerto Rican. Then, when they arrive at Basic Training and are yelled at, they interpret this as confirmation of their expectations, i.e., that they are being discriminated against.

The Sergeant observes that Puerto Rican soldiers will usually speak in a loud tone of voice and expect others to do so also. He says that if you speak louder than them they will calm down. He notes that Puerto Ricans usually talk in a loud tone of voice but Americans do not. If an American is talking loudly, he says, there is probably going to be a fight.

SGT Biascochea states that Puerto Ricans are, in general, very aggressive. They expect to be treated like a man. They are quick tempered and hot blooded. When in an argument their gestures quickly escalate into bodily contact, i.e., a fight. Americans often do not expect or anticipate such reactions. A Puerto Rican, SGT Biascochea states, is taught to "hit first." He says that if a Puerto Rican soldier does not swing when he first becomes angry he probably will not swing at all.

SGT Biascochea states that if a Puerto Rican gets a girl pregnant and refuses to marry her, he will probably "get killed." Many Puerto Rican soldiers arrive in the US with a distorted view of the American female as an object of sexual conquest. Many Puerto Rican soldiers will not date Puerto Rican female soldiers. When Puerto Rican soldiers, SGT Biascochea explains, find that the stereotype of American females is incorrect and that sexual intimacy is not easily obtained, it often causes problems, sometimes even problems of rape. He explains that male-female relations differ in Puerto Rico. For instance, in Puerto Rico "you don't put a hand on a woman." When a Puerto Rican finds that he can easily hold hands with an American female that he is dating, he feels that she is "telling him it is okay" for him to go further.

SGT Biascochea states that Puerto Rican female soldiers often have troubles in the Army which are sexual related. In Puerto Rico, he states, sex is very restricted. The chaperon system is still very much in effect. Girls are greatly protected by their family. When they come in the Army, however, their family is no longer around them. There are no chaperons. They are under pressure to have sex and they often do. This leads to problems of guilt as well as unwanted pregnancies. SGT Biascochea states that sex education in Puerto Rico is virtually non-existent. He states that Puerto Rican female soldiers need protection but don't know about it so they get pregnant. On the other hand, Puerto Rican males feel that protection is only for the female. SGT Biascochea states that venereal disease is not a big problem in Puerto Rico. Therefore, Puerto Rican males are not accustomed to taking protective measures. This means that when they arrive in the US and do not employ protective measure they are sometimes unpleasantly surprised with a case of venereal disease. (COMMENT: Someone needs to look at statistics on this.)

SGT Biascochea notes that the divorce rate is very high in Puerto Rico. The expectation is that if the girl gets pregnant the couple must get married. The marriage usually lasts for a year or so, before ending a divorce.

SGT Biascochea notes that standards of dress differ between the US and Puerto Rico. In Puerto Rico, he states, females do not normally wear revealing clothing. Upon arrival in the US however, Puerto Rican soldiers notice American females in various states of relatively brief attire. To the Puerto Rican, such females are advertising their availability for sex. It often comes as a shock when they discover that this is not true at all.

Many soldiers from Puerto Rico joined the Army in order to secure educational benefits. Puerto Ricans are told from childhood that education is the key to success.

SGT Biascochea states that for many Puerto Rican soldiers, a mustache is a symbol of their machoism.

The Sergeant states that Puerto Rican soldiers are often surprised at the racial differences they observe in the US. In San Antonio, he states, they are often treated like Mexicans. They resent being lumped with Mexicans and sometimes get into fights with Mexicans.

Interview #87

LTC Casey, Executive Officer, Medical Training Brigade, Ft Sam Houston, TX, 24 Jun 81.

NARRATIVE

LTC Casey states that he has received Puerto Rican trainees from Basic Training with virtually no English language abilities. The technical language they encounter in Medical AIT causes them extreme difficulty. Culture, he believes, is no problem for Puerto Rican soldiers. He states that San Antonio is 60% Mexican-American and that their culture is very close to that of the Puerto Ricans. Here, he states, "a guy can order a bunch of Tacos." (NOTE: The "Mexican taco does not exist in Puerto Rican culture)

LTC Casey states that the 91B course is taught in South America in Spanish. The course is taped at Ft Sam Houston in Spanish and exported to South America. These tapes, he says, are in the Learning Resource Center, or at least they used to be. Spanish speakers could go there and hear the tapes in Spanish while they followed their lesson plans in English. LTC Casey feels that the most effective place to put English language training is at each school. He feels that training could be oriented towards the particular specialty of the school.

Interview #88

Dr. Henry T. Lippert, Assistant to the Director of Training, Academy of Health Sciences, Ft Sam Houston, TX, 26 Jun 81.

NARRATIVE

Dr. Lippert believes that the major problem of Puerto Ricans attending Medical Training Courses is lack of English Language Comprehension.

Interview #89

COL Vineys, Army Nurse Corp, Chief and LTC Basta, Army Nurse Corp, Assistant Chief, Officer Instruction Branch (ANC), Academy of Health Sciences, Ft Sam Houston, TX, 26 Jun 81.

NARRATIVE

This interview dealt with the performance of Puerto Rican Nurses in the Army Nurse Corp Officer Basic Class.

Interview #90

LTC Frank E. Peart, Army National Guard Advisor, Academy of Health Sciences, Ft Sam Houston, TX, 26 Jun 81.

NARRATIVE

LTC Peart states that the attrition rate of second language soldiers in Medical AIT is greatest for soldiers from Alaska (Eskimos) followed by those from Puerto Rico, followed by those Puerto Ricans coming from New York City.

He states that he is disappointed in the PRANG school at Camp Santiago, Puerto Rico. After 12 weeks of schooling he would expect those soldiers to perform better than they do. He states that CPT Angel Padillo at AUTOVON 464-8353 can give input as to the history of the PRANG program. CPT Padillo is currently Team Chief of the Medical Assistance Team in Readiness Region Four at Ft Knox.

LTC Peart also states that additional input on this problem might be obtained from MAJ Frank Brooks at AUTOVON 471-3755/5290. MAJ Brooks is the Chief of the Community Science Branch at the Academy of Health Sciences.

Interview #91

MAJ John Alman, (USAF), Director and 2LT Nancy Thomas (USAF), Assistant Director, Cross Cultural Communication Course, USAF Special Operations School, Hurlburt Field, FL, 29 Jun 81.

NARRATIVE

MAJ Alman, AUTOVON 872-7503, states that his course is unique in the Military Services. He trains students from all services to be more effective in dealing with Military Personnel from other countries. The Cross-Cultural Communication Course is a regular offering by the Special Operations School. It was instituted in response to a request from the

field. Air Force pilots complained that they were having difficulties instructing Allied Student Pilots. The Cross-Cultural Communication Course was instituted in response to a request to provide training which would make flight instructors more effective.

MAJ Alman states that the DISAM Course at Wright Patterson AFB is a DOD Course that trains people preparing to go overseas. The course includes a 4-hour block in Cross-Cultural Communication. The POC at the course is MAJ Dean Wilkinson.

2LT Thomas states that the Navy has the Navy Intercultural School at Little Creek Naval Air Station in Norfolk, VA. She has attended this school and rates it as very good. It is oriented for Navy Personnel going overseas. The instruction is self paced and included several good movies but there are no real materials that have been developed specifically for the school. Dependents of Navy Personnel are allowed to attend the school. It is a 2-week course.

MAJ Alman states that the John F. Kennedy Institute for Military Assistance is very interested in Cross-Cultural Communications Training. The POC there, he believes, is LT Steve Beitler. LT Beitler is enthused about this type of instruction and would like to see a course that is practically-oriented for the NCO and theoretically oriented for Officers. MAJ Alman states that the Special Operations School is capable of doing a "traveling road show" in Cross-Cultural Communication. However, he discourages this.

MAJ Alman states that the Language Research Center at Brigham Young University has many useful intercultural aids.

MAJ Alman states that he has used the John Bostain tapes in his Cross Cultural Communication classes. One tape he particularly likes is entitled "The Man Watcher." This is a commercial tape that can be purchased for \$450 or rented for \$100. The tape can be obtained from Films Inc., 733 Wilmette, Greenbay Road, IL 60091 or by calling (312) 256-3208.

James Bostain can be written to at the following address: Dr. James C. Bostain, School of Languages, Foreign Service Institute, Washington, DC, 20520 or can be contacted by telephone at (703) 235-8803.

MAJ Alman states that the Cross-Cultural Communications Course has no tuition. The only cost of attending for any organization is per diem and travel costs.

MAJ Alman says that LT Dave Lauterback (USAF) at the Special Operations School is working on a Canadian - developed Ethnocentrism Scale. This scale is currently in the developmental stages. There reportedly is a manual that gives norms of Ethnocentrism.

MAJ Alman and 2LT Thomas request that they be provided copies of the Critical Incidents obtained during the course of this study.

Interview #92

CPT Phil Garito, USA District Recruiting Office, San Juan, Puerto Rico,
10 Jul 81.

NARRATIVE

CPT Garito and Mr. Dominguez from DLI in San Antonio were involved in recruiting Puerto Rican enlistees for participation in the 3-month English-As-A-Second-Language Program to be conducted at DLI. On the date of the interview they had recruited 122 Enlistees for this program. Of this group there were only three enlistees who did not have a high school diploma. However, based upon their ASVAB scores, 80 of this group of 122 were categorized as CAT IV. (COMMENT: Even considering the possibility that the graduation standards of some high schools in Puerto Rico may be somewhat below those of the national average, it is difficult to believe that this high of a percentage of this educated group of enlistees should score in the CAT IV range. This indicate to me that their ASVAB scores were artificially depressed due to their English language deficiencies.)

CPT Garito states that the rumor is that next year there will be a 25% cap on CAT IV that may be recruited. If this does come about, he says, the recruiting effort in Puerto Rico will suffer greatly.

The critical incidents which follow are based upon true incidents reported in interviews. The narrative has been expanded to add life and believability. These incidents were written on the road from those collected during the first 2 weeks at interviewing. They are not representative of all the incidents collected. Later incidents, not reported here, cover different topics.

PUERTO RICAN CITIZENSHIP

PVT Luis Ruiz knew he was in trouble. His Sergeant had told him to sweep the barracks and stairwells. But PVT Ruiz had not understood exactly what the Sergeant wanted and had not swept the stairwells. Now the Sergeant was shouting at him so rapidly he could not understand even every third word. Nevertheless, he knew the Sergeant was angry. Finally, the Sergeant threw up his hands and yelled, "You people from Puerto Rico! I don't know why we put up with you! Foreigners in the American Army!" PVT Ruiz did not understand why the Sergeant said this. PVT Ruiz was very proud of his American citizenship and was proud to serve in the Army that was defending both the United States and his native Puerto Rico. He was confused and upset by the Sergeant's comment.

EXTRA TIME REQUIRED

PVT Jesus Morino was very depressed. He had been in the Army for 2 months and had not yet been paid. He had brought some money from Puerto Rico with him but it was just about gone. He needed to get paid. He went to his Sergeant, SSG Green, and tried to explain the problem. Unfortunately, PVT Morino could speak very little English and there were no Puerto Ricans in his company who could do any better. SSG Green listened to him for a brief period, shook his head and walked away. PVT Morino was very upset and confused. He had tried to explain as best he could and now was unsure if his Sergeant had just not understood him or really didn't care about his problem.

RESPECT FOR FEMALES

PFC Tombi Nieubo and another soldier from Samoa were playing touch football with several American soldiers including two female soldiers. He had been surprised that American females played such games but had accepted such behavior as just a difference in culture. One of the females was very fast and was a very good player. She was playing on the opposing team. PFC Nieubo got the football and was running for a touchdown when the female soldier caught him and tagged him down. One of PFC Nieubo's teammates who had been running beside him was very upset and directed a vulgar comment toward the female soldier. PFC Nieubo told him to be more respectful toward a female. His teammate, however, made another similar comment. At this, PFC Nieubo hit his teammate hard in the mouth.

SENSITIVE TO DEROGATORY COMMENTS

PVT Hernando Marino and five other Trainees from Puerto Rico were in their barracks bay. They had been in Basic Training for 3 weeks and were very tired, confused and homesick. They were discussing their situation when SSG Johnson, their Platoon Drill Sergeant, came into the bay yelling orders and instructions to various Trainees. As SSG Johnson walked by, he yelled something at PVT Marino. PVT Marino, however, did not understand what he was to do. He looked at the other Trainees but they were all doing something different. PVT Morino just stood there, afraid to do anything. SSG Johnson walked up and repeated his instruction to PVT Marino. PVT Marino still did not understand. SSG Johnson turned around and walked out of the barracks shaking his head and muttering, "F---ing Puerto Ricans don't understand English." PVT Marino understood this comment very well and became very angry. He was certain that his Sergeant despised Puerto Rican soldiers.

STARING BEHAVIOR

PVT Arturo Marrero was very angry. Ever since he had arrived at Basic Training from Puerto Rico he had felt that one of the American Trainees had been staring at him. For 3 days now he had felt very uncomfortable whenever he was around the American. Now, as he was walking down the hall, he looked up and saw the American looking at him. PVT Marrero ran up to him and yelled "Why are you looking at me"! He began waving his hands in the air and accused the American of being homosexual. PVT Marrero was so angry he didn't know whether to punch the American in the mouth or report his conduct to his Commanding Officer.

ACKNOWLEDGING PERSONAL LIMITATIONS

PVT Guadelupe, a Puerto Rican soldier, was working through a self-paced workbook preparing to take a test. He was confident at passing the test so he was just skimming the workbook. SFC Rogers noticed him skipping large sections of materials and instructed him to work through each page. PVT Guadelupe objected and stated that he was ready to take the test. SFC Rogers repeated his instructions. PVT Guadelupe protested. Just as the conversation was reaching the boiling point, SFC Hutchkins, the team chief, stepped in to cool things down. PVT Guadelupe got angry at SFC Hutchkins also and demanded to see his supervisor. The request was denied but PVT Guadelupe was allowed to take a pre-test. He took it and failed. Nevertheless, he still wanted to take the test before completing the workbook.

VULGAR LANGUAGE

PVT Hong, a soldier from Korea in Basic Training, had much difficulty with the English language, particularly with American slang. He would often have to ask his fellow Trainees the meaning of many of their expressions. On one occasion, a fellow Trainee became angry at PVT Hong and called him a "son-of-a-bitch." PVT Hong knew very well what that slang term meant but he pretended not to know its meaning in order to avoid a confrontation.

SELF-ESTEEM

When he was in Basic Training, PVT Cho spoke English with a heavy Korean accent, often in broken sentences using incorrect phrases. Often, fellow Trainees would ridicule and make fun of PVT Cho for the way he talked. PVT Cho resented being made fun of. One American Trainee, however, was PVT Cho's friend and did not make fun of him. This was the only Trainee PVT Cho considered to be a friend. PVT Cho greatly resented the other Americans and refused to socialize with them.

PERSONAL CLEANLINESS

PVT Jorge Raza, an AIT trainee from Puerto Rico, had been in the Army 3 months. There had been many things to get accustomed to in the Army but one thing, in particular, annoyed him very much. Many of the American soldiers he lived with simply did not take showers every day. All the Puerto Ricans, of course, showered at least once a day. One time the hot water was off in the barracks. Nevertheless, the Puerto Ricans in his company showered in the cold water rather than going to bed dirty. No one else in the company showered that day. PVT Raza could not understand how anyone could go to bed without showering.

AMERICAN FEMALE FRIENDLINESS

PVT Raphael Sugraues, a soldier from Puerto Rico, had been at the training base for 2 months. He was beginning to notice things going on around him. Now that he had more free time than he had had in Basic Training he was making more friends. He was especially pleased to find that the American female soldiers he met seemed very open and friendly to him, much more so than the females in his battalion who were from Puerto Rico. He noticed that in comparison with the American females, the females from Puerto Rico seemed much more reserved in their relations with males.

SENSITIVE TO PERCEIVED INSULTS

PVT Juan Colon, a Puerto Rican Trainee, had not yet perfected his English. He spoke with an accent, often misusing words and jumbling meanings. He tried to learn as much English as he could but it was very difficult for him. There were three other soldiers from Puerto Rico in his platoon. When they talked to each other they used Spanish because it was the most comfortable and natural thing for them to do. One night as PVT Colon was talking with his friends in Spanish, an American soldier walked up to him and said "Hey, don't speak that b--- s--- in here anymore!" To hear his language referred to as b--- s--- made PVT Colon very angry. Before he could help himself PVT Colon had knocked the other soldier to the floor and a fight had begun.

EATING CUSTOMS

PVT Wanna Bunti felt very far away from his native Samoa. He had just began Basic Training and was setting down for his first meal with his Basic Training Company. The food had looked strange to him as he had gone through the line with his tray. He had watched his fellow soldiers and had taken everything they did. He did not want to appear to not know what he was doing. When his tray was full he sat down with the other Trainees and began to eat. The food was different but tasty. He did not, however, like the way the rice crumbled and slipped through his fingers as he was eating. In fact, almost everything on his tray was too slippery to be eaten properly even using both hands. Suddenly he noticed everyone at the table was staring at him. One soldier at the end of the table was pointing at him and laughing so hard he almost fell out of his chair. PVT Bunti wondered what was so funny.

PRONUNCIATION OF NAMES

PVT Jesus Morales, a soldier from Puerto Rico, had just reported for Basic Training. He was standing in formation with his fellow Trainees and the Sergeant was calling the roll. As each man's name was called he would call out "Here, Drill Sergeant!" PVT Morales strained to hear his name but the Sergeant spoke so rapidly he was not certain what he was saying. About half-way through the roll call the Sergeant called out "Gee-zus More-o-less." No one responded. The Sergeant again called out the name. Still no response. The Sergeant looked over the formation, walked straight up to PVT Morales and began yelling at him, PVT Morales then realized the Sergeant had been calling his name. He became embarrassed and angry at the same time.

CULTURAL IDENTITY

PFC Wano Watumbi, a soldier from Samoa, had just arrived at his new unit in Germany. He was introduced to his Platoon Sergeant. The Sergeant seemed to be a friendly man but one who demanded and got respect from his men. The Sergeant said "Nice to have you with us. I've had lots of good troops from Hawaii." The Sergeant was about to go on when PFC Watumbi interrupted and said, "I am not from Hawaii. I am from Samoa." "Samoa!" The Sergeant said, "Where the h--- is Samoa?" PFC Watumbi felt a sudden rush of anger and resentment towards the Sergeant.

DEVOTION TO MOTHER

PVT Antonio Blanco was confident of success in the Army. He had studied English in high school in Puerto Rico and read, wrote and spoke it very well. When he arrived at Basic Training he purposefully tried to make friends with the American Trainees there. At first he was successful. Many of the Americans were open and friendly. He asked them where they were from and told them all about Puerto Rico. He especially liked to tell them about his family and his mother. He was very fond of his mother and was anxious to share her letters with his American friends. In fact, his mother became one of his favorite topics at conversation. One day, PVT Tommy Jones, one of his American friends said "Hey, Tony, what's this bit with your mom all the time? We're beginning to wonder about you. Are you a mommy's boy or something? Never cut the apron strings?" PVT Blanco did not know what PVT Jones ment but he felt he was being made fun of. He did not like it at all and felt angry with PVT Jones.

EMOTIONAL OUTBURSTS

PVT Catrina Alvarez had been anxious to join the Army. When she had discussed it with her family in Puerto Rico she had been pleased to find their support for her decision. She had been surprised at how hard Basic Training had been for her but she did finish. Now she was in Advanced Individual Training and was again having trouble. She seemed to make mistakes every time she did anything. Even though her English was as good as the American soldiers in the course with her, she was often frustrated and discouraged. She missed her family very much and found it difficult to concentrate on her studies. Even though she tried very hard, she failed one test and barely passed the next. There was so much she did not understand. One evening in the barracks, tired, frustrated and alone, PVT Alvarez could not stand it no longer. In loud, emotion-laden Spanish she began shouting and beating her hands against the wall to vent her frustration. She made quite a scene and it took several people to calm her down. The next day she was told to report to the mental hygiene clinic for a consultation. PVT Alvarez was surprised and hurt. She did not understand what she had done wrong.

ASSUMED DISRESPECT IN SECOND LANGUAGE

PVT Hector Hernandez and PVT Jaime Valez, two soldiers from Puerto Rico, were scared. Their Sergeant had called them into his office and they were certain they were about to receive an Article 15 or other drastic punishment. At the morning formation, both of them had mistakenly worn the wrong belt buckle for the uniform of the day. As they expected, the Sergeant talked to them in a loud voice using rough language to tell them they had made a mistake. When he had finished, he told them to go clean the barracks latrine. He then told them to leave. PVT Hernandez was very relieved. As they were leaving he leaned over to PVT Valez and said quietly in Spanish "He was easy on us." Suddenly the Sergeant began yelling at them at the top of his voice. PVT Hernandez wondered if he had changed his mind.

CLIMATE

PVT Armando Feliz was attending a class on vehicle maintenance. The instructor was explaining that vehicles must be maintained year round. He explained that the cooling system needed special care during the winter months because of the temperature change. PVT Feliz was very confused. In his native Puerto Rico, he had always kept his father's car in perfect condition but he had never done anything special to the cooling system in the winter. He decided the instructor had made a mistake and wondered if he should correct him.

FRATERNIZATION

While attending his Officers Basic Course, 2LT Armando Garcia met a female enlisted soldier, PVT Ramirez, from his native Puerto Rico. Because they had much in common, 2LT Garcia found himself spending more and more of his off-duty hours with PVT Ramirez. He often took her to movies and dances off-post. 2LT Garcia soon felt he was in love with PVT Ramirez. He wanted to be with her constantly. He visited her in her barracks when her Sergeant was not looking. He met her for lunch at the PX cafeteria. Even after PVT Ramirez was transferred to another post 2LT Garcia continued to call her often. Once he took a few days from his course and drove to visit her at her new post. Despite this, his grades only suffered slightly. He was very happy and was convinced he had found the girl he would marry. He was very surprised when he was called in one day to talk to the Colonel, the Course Director. He wondered what the Colonel wanted to tell him.

PERSISTENCE

PVT Gloria Vasquez was very excited and proud of herself. Ever since she had left Puerto Rico for her Initial Entry Training she had had to work very hard. Despite the language barrier and many other obstacles she had finally completed her Advanced Individual Training and had graduated in the top half of her class. She was very anxious for orders to arrive assigning her to her first unit. But the orders did not arrive. Day after day she waited for them. She asked her Sergeant about her orders almost hourly because she was so anxious to know where she was going. One afternoon, when she again asked her Sergeant where her orders were, the Sergeant became very angry and told her to go away. PVT Vasquez was very dismayed and hurt by his outburst. She did not understand why her Sergeant became angry.

TOUCHING BEHAVIOR

PVT Frederico Flores was talking with his middle-aged civilian American English instructor, Mr. Smith, after class. After coming to Basic Training from Puerto Rico he had been placed in an English language class. He had stayed after class to ask Mr. Smith a question about verb conjugation. After Mr. Smith answered his question and they were walking down the hall, PVT Flores told him that he was very discouraged because it was so difficult to learn English. Mr. Smith chuckled to himself, put his arm around PVT Flores' shoulder and told him that he was making fine progress and that he should not worry. Just then a group of other Puerto Rican Trainees who were in the hallway started laughing at PVT Flores. PVT Flores felt very embarrassed.

FAILURE

PVT Humberto Munez was hurt and confused. He had joined the Army to learn a skill and serve his country. But ever since he put on his uniform people had continuously told him in one way or another that he was a "dummy." His Sergeant was always yelling at him. The American Trainees were always making jokes about "dumb" Puerto Ricans. Because of his poor English, his test scores were not very good and he was ordered to attend special classes. It seemed that everything he tried, he failed. Gradually, he began to think he really was a "dummy." His pride and self-image was hurt. He began to stop trying and his failures continued. Finally, PVT Munez admitted to himself that he had given up. He thought "If they are going to call me a 'dummy' then I'll be a 'dummy.' They can keep me in the Army or kick me out. I don't care anymore."

COMMUNICATING BY ACTION

PVT Hector Cato was surprised and disturbed. He had just returned to his barracks and was opening his wall locker when an American Trainee ran up to him and began yelling. PVT Cato had never studied English in Puerto Rico. He was taking English classes now but did not know enough to understand what the American was yelling about. Nevertheless, there was no doubt in his mind that the American was upset with him. PVT Cato wanted to ask for an explanation but he just could not think of the proper English words. As he tried unsuccessfully to understand the American, PVT Cato felt himself rapidly getting angry. Suddenly, he reached out, grabbed the American soldier by the collar and hit him hard in the mouth. PVT Cato still did not know what was disturbing the American but he sure felt better than he had when he was stammering for his English.

CULTURAL IDENTITY

PVT Tumo Tomolia, a Micronesian soldier in Basic Training was excited. It was his first day to be on a live fire range. He wanted to do very well and show his Sergeant that he was a good soldier. He was standing near his Sergeant when the Sergeant told him, "Hey, Tomolia, go get us some Ammo." PVT Tomolia ran off in the direction the Sergeant was pointing. He was not certain what "ammo" was but he soon found a stack of empty boxes with the word "ammo" painted on the side. He ran back to the Sergeant with a box. When the Sergeant saw what he had brought, he became very angry and began shouting "No, no, no! You dumb Puerto Rican!" PVT Tomolia was very hurt. "No, Sergeant," he said. "I am Micronesian." "Micronesian?" The Sergeant yelled, "What the h--- is a Micronesian?" Everyone was looking at PVT Tomolia and laughing. He felt very bad. He wondered why his Sergeant was angry with him.

ACRONYMS

PVT Oscar Ruiz had known nothing when he left Puerto Rico to join the Army. Now, just 4 months later he had completed his training and had acquired a valuable skill. He was very proud and anxious to go to his first unit. Finally, his orders came in. His Sergeant said "Here Ruiz, take these orders over to SATO and get a plane ticket." PVT Ruiz was overjoyed. He took the orders and said "Yes, Sergeant, thank you very much." He ran out of the barracks and was halfway down the block before he realized that he didn't know who or what SATO was. He wandered around all afternoon looking for something that look like a SATO. Finally, he decided to swallow his pride, go back to the barracks and ask his Sergeant. He felt very bad and very stupid.

SELF-ISOLATION

PVT Humberto Romero and several other Trainees from Puerto Rico were very excited. It was Memorial Day weekend and a big celebration was being held on post. As they made their way to the area where the celebration was going on they talked among themselves about what a good time they were going to have. When they arrived they walked all around the area looking at the exhibits and the displays. Various booths of food were set up. In several places various kinds of music was playing and people were dancing. Everyone seemed to be having fun but PVT Romero and his friends were disappointed that they could not find any Hispanic food, booths or music. Everything was interesting but strange and just not comfortable. Finally, they met another group of Puerto Rican soldiers. One of them had a large portable tape deck with him. The group went to a corner, put a Puerto Rican tape on the deck, bought some beers and had a party within a party. They had a great time. PVT Romero, however, noticed that many of the Americans at the celebration kept looking at them strangely. He felt very uncomfortable. He wondered why they were looking at the Puerto Ricans.

EYE CONTACT

PVT Juan Gonzalez, a Basic Trainee from Puerto Rico, had been in Basic Training for 2 weeks. He was very anxious to do well in everything he tried but things just did not seem to be going too well. He made a lot of mistakes like all the other Trainees. His Drill Sergeant was always there to correct them when they did something wrong. PVT Gonzalez realized the Drill Sergeant's job was to train them to be good soldiers. He had great respect for his Drill Sergeant and was eager to do exactly as he was told. But a strange thing happened whenever his Drill Sergeant corrected him for doing something wrong. His Drill Sergeant would speak to him in a stern tone of voice. He would always look down towards the floor as a way of showing respect for the Drill Sergeant. At that point, his Drill Sergeant would usually begin yelling at him. PVT Gonzalez felt very bad and wondered why his Drill Sergeant became upset with him.

HOMESICKNESS

PVT Maria Rosario was very, very homesick for her family in Puerto Rico. She had been in the Army 3 months and had written home almost every day. She had never been separated from her family in her life and longed to see her parents, sisters, brothers, aunts, uncles, cousins, second cousins and grandparents. PVT Rosario could think of nothing else but her family. She could not concentrate on her training even though she wanted very much to succeed in the Army. She began having stomach cramps and going on sick call. Even though the doctors could find nothing physically wrong with her, she constantly felt bad and wished very much that she could see her family. One day she was surprised to be told by her Commanding Officer that he had made an appointment for her at the post's mental hygiene clinic. She did not understand what he was trying to say but she did not like it.

AMERICAN IMPATIENCE

PVT Hector Ortega entered the Army from Puerto Rico with a determination to succeed. He knew that this meant he would have to perfect his English. Every chance he got, he would speak English with Americans. He would go up to an American soldier in the barracks and begin talking. His speech was slow and often confused but he kept trying. He soon noticed, however, that he always had to be the one to start a conversation. None of the American Trainees ever came up to him and began talking. PVT Ortega began to wonder if the Americans even wanted to talk with him at all. Slowly, he found himself talking with fewer and fewer Americans. He wondered why the Americans never asked him to talk.

"NO COMPRENDE"

PFC Silva, a soldier from Puerto Rico, had trouble understanding English. All during training, instructions or questions addressed to him often had to be repeated. He often had to indicate he could not understand. The other Trainees soon began making fun of PFC Silva, by saying "no comprende" whenever he tried to speak with them. This made him very angry and frustrated. He did not understand why they made fun of him.

RIDICULE

PVT Jorge Condo knew very little English when he joined the Army in Puerto Rico. He had attended English classes in the Army and had made great progress. Now in Basic Training, he was anxious to improve his English by practicing it with the American soldiers in his unit. To his dismay, however, he found that when he mispronounced a word or misplaced a phrase the American soldiers would laugh at him. This made him feel very bad. He did not like being laughed at. He soon stopped speaking to the American soldiers and spoke instead just to his fellow Puerto Ricans in Spanish. He wondered why the Americans ridiculed his English.

FEMALE IN AUTHORITY

PVT Juan Bautista was very proud to be in the Army. He was the first person from his whole family in Puerto Rico to have joined the Army. He looked forward to the day he could go home on leave in his uniform and show everyone what a real fighting man looked like. For PVT Bautista, the Army was the place where a man could prove himself. He was very surprised and dismayed, however, when he discovered that his Platoon Sergeant was a woman. The female Sergeant soon made it clear that she was in charge and PVT Bautista and his fellow Trainees were jumping at her every command. PVT Bautista wondered what had happened. This certainly was not the Army he had expected. He desperately hoped his family and friends in Puerto Rico would not find out about this.

VERBAL ABUSE

PVT Alfredo Gomez, a Puerto Rican soldier in Basic Training had known that the Army would be different from civilian life. But he had not expected to be yelled at constantly by his Sergeants. It seemed to him that his Sergeants took great pleasure in yelling orders at the soldiers. He noticed the American soldiers quickly complied with orders shouted by the Sergeants and did not seem to care. He cared very much, however, and wished the Sergeants would not shout at him. But there was nothing he could do and because he could do nothing he felt ashamed of himself. He would never tolerate being yelled at in Puerto Rico. He felt he had to do something in response. But he did not know what.

NO COMPRENDE

PVT Miguel Julia was halfway through Basic Training. Although his English was not very good he had been able to do everything his Drill Sergeant required so far. He was very anxious to prove to everyone that he was a good soldier. Very often, however, he simply could not understand instructions in English and was forced to say "No comprende." It soon became a joke in his training company that whenever anyone did not want to do something they said "No comprende." PVT Julia and the other soldiers from Puerto Rico resented this very much. They felt they were being insulted and soon became very angry with the rest of the company.

These incidents were reported by CPT Glen Dower. They represent a compilation and summary of those he gathered in his interviews.

Drill Sergeant wants people to know the chain of command as requirement to go on pass. A Puerto Rican soldier knows but has poor pronunciation and is asked more questions than others in the platoon. She is allowed to go on pass because she answers all correctly. She views the extra questions she was asked as an attempt by a prejudiced Drill Sergeant to deny her pass. (Ft Jackson - 1, Ft Dix - 1)

Drill Sergeant may be prejudiced or possibly getting on service member as he would anyone else. Case illustrates that many Puerto Ricans, because of their strong cultural identification, regard any criticism as against all Puerto Ricans or the culture and not as an act on an individual basis.

Puerto Rican soldiers holding a conversation in the barracks after duty in Spanish. Other soldiers dislike Spanish and are suspicious about what is being said. A soldier approaches the Puerto Ricans and says, "Don't talk that shit." Similarly, Puerto Ricans are suspicious of English conversations when they do not understand the "dialect." (Ft Benning - 1, Ft Jackson - 3, Ft Dix - 1)

Case illustrates how polarization occurs. Americans have closed minds on cultural diversity. Spanish functions as a symbol of culture. When it is referred to as "shit" the Puerto Rican attitude toward others becomes (justifiably) defiant.

At Basic Training a Puerto Rican soldier is faced with black/white polarization in his platoon. As the only Hispanic, he tries to be friendly with both groups. He is surprised to be rejected by both because each group thinks he is disloyal by associating with members of the other group. The problem results in violence when the soldier goes out with female soldiers from either group. (Ft Jackson - 3, Ft Bragg - 1, Ft Dix - 1)

Service member faces racism for first time. Is unable to deal with it and becomes a "loner."

During class on a military subject, the instructor rapidly recited the nomenclature of some equipment. An English-as-a-Second-Language soldier asked the instructor to repeat the information. The instructor noticing the soldier was Puerto Rican ridiculed him asking if it was necessary to draw pictures for him because he was slow. He said the soldier was holding up the class. (Ft Benning - 1, Ft Jackson - 5)

Case illustrates insensitivity of supervisors to pride of others. Peers are encouraged to look down on English-as-a-Second Language by this type of attitude. Puerto Rican soldier turned off by what he recognizes as poor leadership and the refusal of NCO to do his job-teach.

Puerto Ricans attended Spanish Mass on Sunday afternoon and do not clean weapons to prepare for guard mount on Monday. They are excluded from guard mount formation because they are unprepared, along with a few soldiers who were excused for other reasons. (Ft Benning - 1)

Puerto Ricans feel discriminated against as a group because they could not participate in training and compete for supernumerary. They feel religion should not exclude them from the unit. The unit should adjust so that Religious and Military needs do not conflict. No information on other troops reaction to incident.

Puerto Ricans desire to attend Spanish Mass at 1300 on Sunday. Battalion lunch is scheduled for 1230. Those that attend service miss lunch. The CQ/Drill Sergeant taunts Puerto Ricans that they will miss lunch if they go to church. They go and miss lunch. The Battalion chain of command is aware of this but makes no effort to adjust schedules or make arrangements for soldiers to eat. (Ft Benning - 1)

Case illustrates chain of command's insensitivity/hostility toward English-as-a-Second-Language. Leaders do not have Puerto Ricans' respect because they have refused to their job - take care of the troops.

Puerto Rican enters barracks bay with boots on (a no no). The Drill Sergeant at other end yells at him - "Get those - - - boots - - off." Soldier walks to Drill Sergeant unaware of why he is being yelled at. Although the Sergeant continues to yell at him while he walks across the bay the soldier does not understand because he cannot translate through the profanity. Soldiers resent profanity - especially involving mother.
(Ft Gordon - 1, Ft Dix - 2)

Frequent occurrence, the use of useless words confuses many English-as-a-Second Language especially in rapid speech.

At the 36K Course (Field Wireman) a soldier (not Puerto Rican) fell from a pole and was injured. Some people in the unit refused to climb the poles because they were afraid. About six Americans out of 325 in the unit but 24 out of 24 Puerto Ricans in the unit refused to climb. (Ft Gordon - 1)

Case illustrates Puerto Ricans unity. Macho aside, they were not going to do this repeatedly as a part of training. Reaction of other Americans not known.

Although, some NCO use motivational techniques which appeal to the Puerto Rican Macho, this approach was unsuccessful because all Puerto Ricans refused to climb the pole. They may have agreed to climb the pole one more time but were unwilling to perform this repeatedly.

Early in Basic Training, a Puerto Rican soldier, making a sincere effort, was not learning drill and ceremonies as quickly as the other soldiers in the platoon. The problem was his difficulty in understanding the commands. Other soldiers were angry at him because they were kept out at the drill until "the whole platoon got it right." The other soldiers did not understand that someone could not comprehend English and thought the Puerto Rican soldier was purposely not obeying commands.
(Ft Benning - 1)

Case illustrates problem Puerto Ricans have with peers. United States culture is cruel and insensitive to those from another culture.

In Basic Training some Puerto Rican soldiers approached their Drill Sergeant with a request to form a Puerto Rican squad so that they could help each other (teamwork in Basic Command Training) and compete more effectively (soldiers were motivated.) The Drill Sergeant denied the request explaining that a Puerto Rican squad would seem to be segregated. The Puerto Rican soldiers accepted this explanation and stated they had only intended to apply the principles of teamwork and competition that they were learning in Basic Command Training. (Ft Benning - 1)

Case illustrates Puerto Rican unity (stick together) and attempt to conform with Basic Command Training culture (teamwork and competition). Situation probably well handled.

The Basic Skills Education Program Company at Ft Benning includes English-as-a-Second-Language and literacy students. The American soldiers (literacy students) taunt the Puerto Ricans for not speaking English. The Puerto Ricans respond that they can at least read and write one language. There are frequent fights even in BSEP classrooms (on breaks). (Ft Benning - 1), Ft Gordon - 2, Ft Dix - 1)

Each group is irritated that it has been recycled in Basic Training and must start again. The American soldiers' shame and anger makes them seek others who are lower on the ladder. The Puerto Ricans fit the need to feel superior to someone, however, unjustifiable.

Puerto Rican soldiers are sharp - have maintained outstanding personal appearance and area, have complied with instructions. Feedback is always positive from supervisors. American soldier has hygiene problem, is frequently being counseled. When promotion time comes, the American soldier is promoted because he communicates better. Puerto Rican soldier does not understand, perceives prejudice. (Ft Gordon - 1)

The things that make you a success as a Private do not make you a success as an NCO. Soldiers don't understand that the rules change at E-4 to E-5. No one explains that to them.

Going through the chow line a Puerto Rican soldier mispronounced menu items when ordering. He was ridiculed by the Drill Sergeant and told to go to the end of the line and not come back until he knew the menu. The soldier left the line and went back to the barracks without eating.
(Ft Jackson - 2)

Case illustrates command insensitivity, Puerto Rican reaction when pride is hurt.

In some units Spanish is not permitted even off duty. Puerto Rican soldier will continue to speak Spanish in defiance of the rule because they refuse to be discourteous to Puerto Rican friends who do not speak English by speaking to them in a language which they don't understand.
(Ft Benning - 1, Ft Jackson - 4, Ft Dix - 1)

Puerto Ricans resent "24 hour rule" as a prejudiced attack on their culture. The rule makes no sense.

Native language is the most important part of the support system aside from family and it is denied them.

PVT _____ an English-as-a-Second-Language soldier is ill but does not go on sick call because she cannot describe symptoms. After getting worse she goes but cannot get attention. Only after an interpreter is brought in on another visit is the problem resolved. (Ft Jackson - 1)

At Fort Jackson, Puerto Rican soldiers in Basic Command Training go to shine boots after duty with Basic Skills Education Program - English-as-a-Second-Language soldiers who are assigned to the company but are not in Basic Command Training cycle because they are English-as-a-Second-Language students. The soldiers who have finished English-as-a-Second-Language and are now in Basic Command Training are denied pass by the Drill Sergeant because they associated with English-as-a-Second-Language soldiers and therefore (according to the Drill Sergeant) they are not part of the "real" company. (Ft Jackson - 1)

Drill Sergeant inspects lockers, sees picture of Puerto Rican soldier's mother. Asks is that your girlfriend. Soldier is furious. Drill Sergeant only kidding did not mean insult. (Ft Dix - 1)

PVT Lopez types 45 words per minute (Spanish) and has a college degree. She is failing the 71L MOS Course because she cannot accomplish the self paced course. Instructors refuse to help, just tell her to read the instructions again. Service member is very frustrated, now hates English. (Ft Jackson - 4, Ft Dix - 6)

Hispanic soldiers who are Mexican or Puerto Rican are referred to as being from another country. Their pride in heritage results in their feeling insulted when they are mistaken for another nationality.
(Ft Jackson - 5, Ft Dix - 1)

A Puerto Rican soldier who is doing well in Basic Command Training understands but does not speak English. She turns down the opportunity to be Squad Leader because she feels she cannot tell Drill Sergeant of problems she may encounter with "subordinate Trainees." Service member feels inarticulate and that the Drill Sergeant may not be understanding.
(Ft Jackson - 1)

At Ft Jackson, Basic Skills Education Program students live with their Basic Command Training Unit but do not participate in training and are excused from many duties. Other soldiers in Basic Command Training who are working hard, resent English-as-a-Second-Language who only study from 8-4 and then lay around the barracks. (Ft Jackson - 2)

In a Basic Training Unit which is sensitive to the cultural differences between Puerto Rico and the United States, Drill Sergeants allow Puerto Rican soldiers to use hands when talking. Others are required to stand at attention or parade rest. The other soldiers perceive favoritism and resent special treatment. (Ft Jackson - 1)

Puerto Rican female soldiers are surprised at the very aggressive males which approach them especially blacks. They handle the problem well but are still surprised. (Ft Jackson - 1)

Puerto Rican Officers in Officer Basic Course face two problems at once; English Comprehension and Technical Vocabulary. Soldiers in signal MOS have same problems. Validation of aptitude is required otherwise soldiers are damned as they begin their career. (Ft Gordon - 1)

Some NCO still suffering from past Army racial thinking discourage groups from associating. Puerto Rican soldiers resent being made to "feel like a criminal" for having friends who are from the same background.
(Ft Jackson - 2)

Puerto Rican soldiers allowed leave until 3 Kings Day 6 Jan. Disrupts training, perceived as favoritism. (Ft Dix - 2)

Drill Sergeant hostile toward English-as-a-Second-Language. Soldiers who cannot speak English should not be in Army. They are suspicious that language is used as a crutch. (Ft Jackson - 3, Ft Benning - 1)

A Puerto Rican soldier died during Basic Command Training (non-training related). All Puerto Ricans in the company had low morale and motivation for several weeks. Drill Sergeants continued to maintain discipline during this time but did not drive Puerto Ricans as hard as the other soldiers in the unit. (Ft Benning - 1)

Case illustrates Puerto Rican unity. Good leaders discussion case. Was the reaction of Drill Sergeant correct? What about the reaction of other troops? Did they perceive favoritism? No actual information on others reaction.

VA STATISTICS

Source: Mr. Bob Klear, Statistical Review Branch, Veteran's Administration,
Washington, D.C., 28 May 81

(AS OF JUNE 1980)

	<u>TOTAL</u>	<u>TOTAL LESS P.R.</u>	<u>PUERTO RICO</u>
Service connected disability	2,271,000	2,252,000 (99.2%)	19,000 (.8%)
Nuero-Psychiatric conditions	469,000	460,600 (20.5% of above)	8,400 (44.2% of above)

VA STATISTICS

Source: Dr. William Page, Chief, Biometric Division, Veteran's Administration,
Washington, D.C., 28 May 81

PATIENT DISCHARGES

<u>National less Puerto Rico</u>	<u>1980 (%)</u>		<u>1979 (%)</u>		<u>1978 (%)</u>	
Total discharges	922,499		916,031		932,537	
Psychosis	73,255 (7.9)		75,964 (8.3)		76,139 (8.2)	
Other Psychotic disorders	135,201 (14.7)	(22.6)	133,540 (14.6)	(22.9)	136,151 (14.6)	(22.8)
<u>San Juan VA Hospital</u>	<u>1980 (%)</u>		<u>1979 (%)</u>		<u>1978 (%)</u>	
Total discharges	11,137		10,744		9,533	
Psychosis	2,596 (23.3)		2,560 (23.8)		1,524 (16.0)	
Other Psychiatric disorders	815 (7.3)	(30.6)	492 (4.6)	(28.4)	270 (2.8)	(18.8)

PATIENT CENSUS (ONE DAY)

<u>National Less Puerto Rico</u>	<u>1980 (%)</u>		<u>1979 (%)</u>		<u>1978 (%)</u>	
Total patients	68,646		69,383		71,411	
Psychosis	17,242 (25.1)		17,582 (25.3)		18,673 (26.1)	
Other Psychiatric disorders	12,030 (17.5)	(42.6)	12,048 (17.4)	(42.7)	12,406 (17.4)	(43.5)
<u>San Juan VA Hospital</u>	<u>1980 (%)</u>		<u>1979 (%)</u>		<u>1978 (%)</u>	
Total patients	644		611		623	
Psychosis	167 (25.9)		187 (30.6)		179 (28.7)	
Other Psychiatric disorders	57 (8.9)	(34.8)	51 (8.3)	(39.0)	15 (2.4)	(31.1)

ATTRITION AND REENLISTMENT STATISTICS
AS OF 10 JUN 81

Source: Mr. Ruberton, Classification and Standards Division, DA/DCSPER

	<u>Loss Rate*</u>		<u>Reenlistment Rate</u>	
	<u>Puerto Rican</u>	<u>All Others</u>	<u>Puerto Rican</u>	<u>All Others</u>
FY 77 Input	57%	53%	29%	21%
FY 78 Input	42%	44%	18%	16%

* Does not include ETS losses.

NUMBER OF FINAL INPATIENT DISPOSITIONS
OF ACTIVE DUTY ARMY PERSONNEL
BY TYPE OF DISPOSITION, WORLDWIDE, CY 1978 - 1980

Type of Disposition	1978		1979		1980	
	Puerto Rican	Other	Puerto Rican	Other	Puerto Rican	Other
Duty	2510	112598	2553	113971	2718	118589
Disability separation	69	2996	75	3082	76	2872
Expiration tour of service (ETS)	1	94	-	125	1	121
Failure to meet medical procurement standards	1	78	4	124	8	116
Unfitness or unsuitability	-	34	-	31	1	53
Nondisability separation/ drug abuse program	-	61	-	42	-	21
Death	4	208	2	206	5	180
Separation, other	1	69	3	114	-	40
TOTAL	2586	116138	2637	117695	2809	121992

NOTE: Data are for inpatient cases as reported by Army medical treatment facilities only (carded for record only (CRO) cases and troop/health clinic cases are excluded).

Data do not include USMA cadets but do include Reserve/National Guard personnel.

SOURCE: Individual Patient Data System (IPDS).

PREPARED BY:
Department of the Army
US Army Patient Administration Systems
and Biostatistics Activity
HSHI-QBS

18 JUN 1981

RELEASED BY:
Department of the Army
Office of the Surgeon General
Patient Administration Division

D4

NUMBER OF FINAL INPATIENT DISPOSITIONS FOR PSYCHIATRIC CASES
AMONG ACTIVE DUTY ARMY PERSONNEL
BY TYPE OF DISPOSITION, WORLDWIDE, CY 1978 - 1980

Type of Disposition	1978		1979		1980	
	Puerto Rican	Other	Puerto Rican	Other	Puerto Rican	Other
Duty	183	9080	202	9730	268	11387
Disability separation	51 (31.7)	1711 (25.7)	57 (26.8)	1549 (22.6)	51 (31.7)	1377 (20.7)
Expiration tour of service (ETS)	-	8	-	12	-	13
Failure to meet medical procurement standards	-	15	1	28	1	36
Unfitness or unsuitability	-	28	-	23	1	44
Nondisability separation/ drug abuse program	-	56	-	36	-	15
Death	-	3	-	3	-	11
Separation, other	1	31	1	31	-	19
TOTAL	235	10932	261	11412	321	12902

NOTE: Data are inpatient cases as reported by Army medical treatment facilities only (carded for record only (CRO) cases and troop/health clinic cases are excluded).

Data do not include USMA cadets but do include Reserve/National Guard personnel.

Psychiatric cases were selected using the following primary diagnosis codes:

1978-79: 290-315 from Eighth Revision International Classification of Diseases, Adapted for Use in the United States (ICDA-8)

1980 : 290-319 from Ninth Revision International Classification of Diseases (ICD-9).

SOURCE: Individual Patient Data System (IPDS)

PREPARED BY:
Department of the Army
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Department of the Army
Office of the Surgeon General
Patient Administration Division

NUMBER OF FINAL INPATIENT DISPOSITIONS FOR PSYCHIATRIC CASES
AMONG ACTIVE DUTY ARMY PERSONNEL
BY AREA OF ADMISSION, WORLDWIDE, CY 1978 - 1980

Area of Admission	1978		1979		1980	
	Puerto Rican	Other	Puerto Rican	Other	Puerto Rican	Other
CONUS	156	6293	156	6641	190	7407
Europe	66	3607	82	3667	84	4228
Korea	6	550	7	576	17	507
Panama	4	115	13	186	26	399
Alaska	-	29	-	23	2	36
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Unknown Overseas	-	5	-	2	-	-
TOTAL	235	10932	261	11412	321	12902

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SOURCE: Individual Patient Data System (IPDS)

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and Biostatistics Activity
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18 JUN 1981

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Department of the Army
Health Services Command
Patient Administration Division

AVERAGE LENGTH OF SERVICE FOR
FINAL INPATIENT DISPOSITIONS OF PSYCHIATRIC CASES
AMONG ACTIVE DUTY ARMY PERSONNEL,
WORLDWIDE, CY 1978 - 1980
(in Years)

	<u>1978</u>	<u>1979</u>	<u>1980</u>
Puerto Rican	3.7	3.3	3.2
Other	4.5	4.6	4.3

NOTE: Data are for inpatient cases as reported by Army medical treatment facilities only (carded for record only (CRO) cases and troop/health clinic cases are excluded).

Data do not include USMA cadets but do include Reserve/National Guard personnel.

Psychiatric cases were selected using the following primary diagnosis codes:

1978-79: 290-315 from Eighth Revision International Classification of Diseases, Adapted for Use in the United States (ICDA-8)
1980 : 290-319 from Ninth Revision International Classification of Diseases (ICD-9).

Average length of service at time of admission was estimated using the following:

One week or less	3 days
Over one week, less than one month	19
One month, less than two	47
Two months, less than three	77
Three months, less than four	107
Four months, less than five	137
Five months, less than six	167
Six months, less than seven	197
Seven months, less than eight	227
Eight months, less than nine	257
Nine months, less than ten	287
Ten months, less than eleven	317
Eleven months, less than twelve	347
Twelve months, less than fifteen	407
Fifteen months, less than eighteen	495
Eighteen months, less than twenty-one	583
Twenty-one months, less than twenty-four	671
Two years, three years, four years, etc.	02-99 (+.5) (x365)

Records with unknown length of service (zz) are not included.

SOURCE: Individual Patient Data System (IPDS)

PREPARED BY:
Department of the Army
US Army Patient Administration Systems
and Biostatistics Activity
HSHI-QBS

18 JUN 1981

RELEASED BY:
Department of the Army
Office of the Surgeon General
Patient Administration Division

AVERAGE DAYS DATA FOR FINAL INPATIENT DISPOSITIONS OF
PSYCHIATRIC CASES AMONG ACTIVE DUTY ARMY PERSONNEL,
WORLDWIDE, CY 1978 - 1980

	1978		1979		1980		TOTAL
	Puerto Rican	Other	Puerto Rican	Other	Puerto Rican	Other	
SICK DAYS TO DATE							
Dispositions	235	10932	261	11412	321	12902	35063
Mean	36.5	29.5	37.7	28.6	33.8	27.3	28.6
Total days	8580	322372	9832	326419	10864	352686	1030753
BED DAYS TO DATE							
Dispositions	232	10620	253	11108	320	12648	35181
Mean	27.1	22.6	29.5	22.0	26.9	20.7	21.8
Total days	6293	239675	7457	244330	8616	261689	768060

NOTE: Data are for inpatient cases as reported by Army medical treatment facilities only (carded for record only (CRO) cases and troop/health clinic cases are excluded).

Data do not include USMA cadets but do include Reserve/National Guard personnel.

Psychiatric cases were selected using the following primary diagnosis codes:

1978-79: 290-315 from Eighth Revision International Classification of Diseases, Adapted for Use in the United States (ICDA-8)

1980 : 290-319 from Ninth Revision International Classification of Diseases (ICD-9).

Dispositions associated with sick days are based on records with one sick day or greater.

Dispositions associated with bed days are based on records with one bed day or greater.

SOURCE: Individual Patient Data System (IPDS)

PREPARED BY:
Department of the Army
US Army Patient Administration Systems
and Biostatistics Activity
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18 JUN 1981

RELEASED BY:
Department of the Army
Office of the Surgeon General
Patient Administration Division

DISCUSSION
BY
CPT GLEN DOWER

The data collection effort has revealed distinct cultural differences between Puerto Rican (PR) soldiers and other soldiers. There are two types of differences. Those that are ingrained and those that are minor.

Example of an ingrained cultural difference is the male PR soldiers attitude toward relationships with women. In PR, a man must ask a woman's escort if the man may dance with her. Directly asking an escorted woman to dance, however politely, is never tolerated. Violence is the acceptable method of dealing with this insult. Conversations with PR Officers indicate that even they, after years of living in the culture of the continental US, are prone to violence when experiencing this situation. Ingrained attitudes similar to the attitude toward women are likely to create problems for PR soldiers, it is doubtful that any training program will alleviate the problem. Minor cultural differences are similar to the differences encountered by soldiers from a region of the US when they relocate to another region. After a few weeks soldiers, including PR's, become accustomed to such things as food and climate. These differences do not create significant adjustment problems.

Although the problems created by significant cultural differences cannot be solved by a training program, it is necessary to recognize the fact that PR soldiers are different. The PR culture has produced a group with certain distinct attitudes and behaviors which can either serve or frustrate the institutional goals of the Army. Leaders must understand these differences in order to facilitate the "soldierization" of PR's in IET.

PR's concept of the extended family is important. The closeness of the family members is disrupted when the soldier leaves home. Hispanic soldiers in a unit form a substitute family. PR's stick together.

PR's are extraordinarily proud of their culture and themselves as its representatives. This is demonstrated by their high standards of personal appearance and physical condition. The principal cultural difference, of course, is language. Spanish frequently functions as a symbol of the culture and any attempt to discourage its use, is viewed with at least resentment if not defiance.

Pride is also responsible for PR's sensitivity to criticism. They resent being singled out in public. This method of correction, common in IET, engenders significantly more defiance in PR's than in other soldiers.

If, as previously stated, cultural differences are not significant in IET, and the inability to understand English affects very few soldiers, then what is responsible for PR soldiers abnormal attrition rate?

(1) Army policy has not been clearly established concerning a requirement for soldiers to speak English. Soldiers from the PRANG are not viewed as having to learn English to accomplish their mission, yet Drill Sergeants must communicate with them to fulfill their training mission. Although soldiers must pass a test in English to enlist, it is commonly accepted by the Army that many soldiers cannot understand English. This is probably viewed by PR's as a way to an easy discharge. Noncomprehension of technical terms is an acceptable excuse for failure back home, and in the Army. Like any other soldiers, PR's will use the system to their advantage whenever necessary. Therefore, the attrition rate is higher because PR's have an automatic excuse to get out of the Army which the Army accepts. Conversations with PR Officers indicate that most PR soldiers understand English. Very few (< 5%) truly do not understand well enough to complete Basic Training.

Army policy has also not been consistent or uniform concerning when soldiers may use their native language. Soldier's in Company A, which prohibits any language except English at any time, do not understand why the rationale given for the policy is not valid for Company B which allows all languages all the time. Their conclusion is that the rationale is a transparent rationalization designed to conceal prejudice in Company A. This attitude obstructs communication between PR's and the unit resulting in increasing misunderstandings and dissatisfaction.

(2) There is a great amount of hostility among the chain of command to English-as-a-Second-Language soldiers. Although the vast majority understand English, explanations must be patient and slow. The pressures on IET units to produce good training statistics for a cycle militate against instructors spending extra time with soldiers who have potential but require more time. The resentment and frustration which Drill Sergeants feel toward USAREC and TRADOC to present them with "problem" soldiers is vented upon Hispanic soldiers.

(3) Basic Skills Education Program, is not uniformly administered. English-as-a-Second-Language students should be identified at Reception Station and assigned to an English-as-a-Second-Language company before ever reaching Basic Training Units.

Basic Skills Education Program, English-as-a-Second-Language units should not be a dumping ground for Drill Sergeants who lack motivation.

The following is a listing of specific actions I recommend the follow-on Action Officer take:

1. Contact MAJ Briggs - Chief, Social Work Services, Ft Knox, (AUTOVON) 464-9533/9523; has experience with Puerto Rican problems; referred by CPT Floyd, Ft Lee Mental Hygiene Clinic.

2. Contact LTC Fishburn - Walter Reed Army Medical Center, is using 5,500 troops to develop Army norms for the Minnesota Multi-Phasic Inventory (MMPI). Is he giving separate consideration to Puerto Rican troops?

3. Contact COL Bramlet - Ft Gordon Reserve Component Liaison Officer, formerly advisor to PRANG; can give good input into language and culture problems of Puerto Rican soldiers.

4. Dr. Moskus - a Sociologist (no other identification or address suitable) has a study on the MVA in a book of articles on the MVA. This study gives STATISTICS about the demographic composition of the Army.

5. DOD Equal Opportunity and Management Course - Equal Opportunity Management Institute, Patrick AFB, FL 32925. Has materials on cultural differences and descriptions of the value systems of other cultures.

6. MSG Bettis - HREO, TRADOC, compiles the ATPL-13, Semi-Annual Statistical and Narrative Report, from all TRADOC activities. This report details minority statistics. A consolidated TRADOC report is forwarded to DA. Preliminary data suggests that Hispanics may have higher rates of Article 15's and training discharges than soldiers in general.

7. SFC Roberto Molinary is a Puerto Rican Equal Opportunity NCO in the 4th Bde, Ft Jackson, SC. He has a Masters Degree in Human Relations and many years experience. Would be a good resource person to advise on developing cultural orientation training.

8. Take a thorough look at the incidence at psychiatric disorders in the Puerto Rican population at large and among Puerto Rican soldiers. Compare these with the US population and Anglo soldiers.

9. Mr. Ed Remishisky, NGB, has a copy of Mr. Charles Brookman's Trip Report from his visit last year (Nov 80) to the PRANG school at Camp Santiago, PR. Contains a lot of information and institutional knowledge.

10. Compare the pre and post English Language Training ASVAB scores for the 200 second language soldiers who participated in the 6 month DLI program. The hypothesis is that their scores improved significantly. If so, this would indicate that the ASVAB (and GT) scores at second language are artificially depressed because of lack of English language fluency.

11. COL John Swindells, Evaluation Branch, Ft Knox, KY, has just completed a Masters thesis on language acquisition of Puerto Rican soldiers in the US Army. His input should be solicited.

12. MAJ Frank Brooks - Community Science Branch, Academy of Health Science; (AUTOVON) 471-3755/5290; deals in studies at this type and might provide ideas and resources.

13. Provide copy of my report to include critical incidents to:

MAJ John Alman
Director, Cross-Cultural Communication Course
USAF Special Operations School
Hurlburt Field, FL

Dr. John Marrero
Government Department
Shippensburg State University, PA

CPT (Dr.) Antonio Blanco
Department of Psychiatry
Walter Reed Army Medical Center
Washington, DC

14. Evaluate the feasibility of using the new electronic language translators as a job aid for Drill Sergeants working with second language soldiers. Texas Instruments has a model that even speaks. Translater prices start at about \$125 each.

15. Take a look at the incidence of pregnancies and venereal disease among Puerto Rican soldiers. The hypothesis is that a relative lack of sex education in Puerto Rico could result in these types of problems for Puerto Rican soldiers.

16. Discuss the entire issue with Dr. John Marrero, (AUTOVON) 289-1043. Dr. Marrero is on sabbatical from Shippensburg State University to the National Guard Bureau and is conducting investigations which appear to be directly related to the subject of this report.



DEPARTMENT OF THE ARMY
OFFICE OF THE SURGEON GENERAL
WASHINGTON, D.C. 20310

*Do Follow-up
Analysis 7/69*

REPLY TO
ATTENTION OF:

DASG-PSA

28 JUL 1981

SUBJECT: Selected Diagnoses Data, Active Duty Army, Worldwide, CY 1978-1980

Commander
Walter Reed Army Medical Center
ATTN: HSWP-H
WASH DC 20012

1. Reference:

a. Letter, HSWP-H, WRAMC, 29 May 81, subject: Puerto Rican Psychiatric Statistics, with 1st Ind, 30 Jun 81.

b. Discussion between MAJ Gosnell, Occupational Research and Analysis Div, Training Developments Institute, HQ, TRADOC (ATTG-DOR), Ft Monroe, VA 23651, and Mrs. Terri Beam, US Army Patient Administration Systems and Biostatistics Activity, Ft Sam Houston, TX, 26 Jun 81, SAB.

2. Requested data are attached as Incl 1.

FOR THE SURGEON GENERAL:

1 Incl
as

William R. Tuten
WILLIAM R. TUTEN III

COL, MSC
Chief, Patient Administration Division



NUMBER OF PATIENTS HAVING SELECTED DIAGNOSES,
ACTIVE DUTY ARMY PERSONNEL
WORLDWIDE, CY 1978 - 1980

	1978			1979			1980		
<u>DIAGNOSES</u>	<u>Puerto Rican</u>	<u>Other</u>		<u>Puerto Rican</u>	<u>Other</u>		<u>Puerto Rican</u>	<u>Other</u>	
VD	12	708		9	705		7	558	
Drug	25	2055		26	1800		30	1300	
Alcohol	34	3801		32	4332		47	4463	
Deliveries	44	2956		35	3283		56	3823	
Abortions*	16	2201		1	608		16	920	
Mental Disorders	235	10932		261	11412		321	12902	

NOTE: Data are for final dispositions as reported by Army medical treatment facilities only (carded for record only (CRO) cases and troop/health clinic cases are excluded).

Data do not include USMA cadets but do include Reserve/National Guard personnel.

Data were selected using the following diagnosis codes from Eighth Revision International Classification of Diseases, Adapted for Use in the United States (ICDA-8) for 1978-1979 and Ninth Revision International Classification of Diseases (ICD-9) for 1980:

VD: Syphilis and Other Venereal Diseases -- 0900-0999 (ICDA-8 and ICD-9)

Drug: Drug Dependence -- 3040-3049, 304M (ICDA-8)

3040-3043 (ICD-9)

Nondependent Abuse of Drugs -- 793A-793M (ICDA-8)

-- 3050-3053 (ICD-9)

Alcohol: Alcoholism -- 3030-3039, 5716 (ICDA-8)

3030-3031 (100-9)

Nondependent Abuse of Alcohol -- 7932 (ICDA-8)

-- 3054-3055 (ICD-9)

Deliveries: Delivery -- 6500-6620 (ICDA-8)

Outcome of Delivery -- V270-V279 (ICD-9)

Abortions: Abortion -- 6400-6459, 6488 (ICDA-8)

*Abortive Outcome of Pregnancy -- 6300-6389 (100-9)

Mental Disorders. 2900-3159 (ICDA-8)

2900-3199 (ICD-9).

SOURCE: Individual Patient Data Systems (IPDS)

PREPARED BY:

Department of the Army
 The Army Patient Administration Systems
 and Biostatistics Activity
 HSH1-Q85 03 JUL 1981

RELEASED BY:

Department of the Army
Office of the Surgeon General
Patient Administration Division

DASG-PSA (29 May 81) 1st Ind
SUBJECT: Puerto Rican Psychiatric Statistics

DA, OTSG, WASH DC 20310


30 JUN 1981

TO: Commander, Walter Reed Army Medical Center, ATTN: HSWP-H, WASH DC 20012

Requested data are attached as Incl 1.

FOR THE SURGEON GENERAL:

2 Incl
Added 1 incl
2. as


WILLIAM R. TUTEN III
COL, MSC
Chief, Patient Administration Division



DEPARTMENT OF THE ARMY
WALTER REED ARMY MEDICAL CENTER
WASHINGTON, D.C. 20012

REPLY TO
ATTENTION OF

HSWP-H

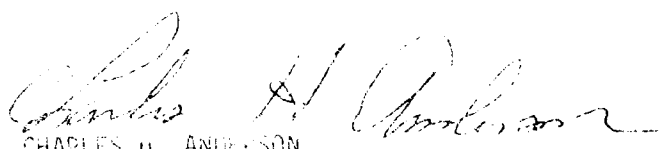
29 May 1981

SUBJECT: Puerto Rican Psychiatric Statistics

HQDA (DASG-PA)
ATTN: COL William R. Tutor, III
WASH, DC 20310

1. Reference fonexan, 23 May 81 between MAJ Gosnell, Occupational Research and Analysis Div, Training Developments Institute, HQ, TRADOC (ATTG-DGR), Ft Monroe, VA 23061, Ms. Joyce Graves, HSC, and Ms. Frost, WRAMC.
2. TRADOC Ref 01-1, dated 25 Feb 80, Subject: Basic Skills Education Program Curriculum Development Project.
3. Request statistics concerning the incidence of psychiatric disorders among soldiers of Puerto Rican origin as furnished as detailed in Attachment 1: Data Matrix. The first three digits of Social Security Numbers issued in Puerto Rico are 580 thru 584.
4. This report is part of the data collection required to develop English-as-a-Second Language curriculum tasked by DA and promulgated in paragraph 2. Information being sought concerns problems of cultural adaptation faced by non-native-English-speaking soldiers, particularly those of Puerto Rican origin. Findings of this effort could lead to the development of training products which could significantly affect the attrition of these soldiers.
5. One possible indication of cultural maladaptation is the incidence of psychiatric disorders. The Veterans Administration has indicated the percentage of psychiatric disorders among Puerto Rican veterans is approximately twice that of the nation as a whole. The current request will determine if the Army is experiencing similar rates, where such problems occur and at what point in a soldier's career.

1 Incl
as


CHARLES H. ANDERSON
LTC, MSC
Director, Patient Administration

CC: Ms. Joyce Graves, HSC

DATA
MATRIX

Active Duty Army
Total Minus

		Puerto Rican			Puerto Rican		
CY	80	79	78	CY	80	79	78

WHO

Number Psychiatric Patients
Psychiatric Dispositions
Discharged:
Returned to Duty:
ETS:
OTHER

Total Army Discharges For
Medical or Psychiatric
Reasons:

WHERE

Psychiatric Admissions from
CONUS
EUROPE
KOREA
PANAMA
ALASKA
HAWAII
OTHER

WHEN

Average length of time in service
Psychiatric admission

NUMBER OF FINAL INPATIENT DISPOSITIONS
OF ACTIVE DUTY ARMY PERSONNEL
BY TYPE OF DISPOSITION, WORLDWIDE, CY 1978 - 1980

Type of Disposition	1978		1979		1980	
	Puerto Rican	Other	Puerto Rican	Other	Puerto Rican	Other
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SOURCE: Individual Patient Data System (IPDS).

PREPARED BY:
Department of the Army
US Army Patient Administration Systems
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HSHI-Q8S

18 JUN 1981

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Office of The Surgeon General
Patient Administration Division

NUMBER OF FINAL INPATIENT DISPOSITIONS FOR PSYCHIATRIC CASES
AMONG ACTIVE DUTY ARMY PERSONNEL
BY TYPE OF DISPOSITION, WORLDWIDE, CY 1978 - 1980

Type of Disposition	1978		1979		1980	
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1973-79: 290-315 from Eighth Revision International Classification of Diseases,
Adapted for Use in the United States (ICDA-8)
1980 : 290-319 from Ninth Revision International Classification of Diseases
(ICD-9).

SOURCE: Individual Patient Data System (IPDS)

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HSHI-QBS

18 JUN 1981

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Office of the Surgeon General
Patient Administration Division

NUMBER OF FINAL INPATIENT DISPOSITIONS FOR PSYCHIATRIC CASES
AMONG ACTIVE DUTY ARMY PERSONNEL
BY AREA OF ADMISSION, WORLDWIDE, CY 1978 - 1980

Area of Admission	1978		1979		1980	
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18 JUN 1981

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Department of the Army
Health Services Command
Patient Administration Division

AVERAGE LENGTH OF SERVICE FOR
FINAL INPATIENT DISPOSITIONS OF PSYCHIATRIC CASES
AMONG ACTIVE DUTY ARMY PERSONNEL,
WORLDWIDE, CY 1978 - 1980
(in Years)

	<u>1978</u>	<u>1979</u>	<u>1980</u>
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1978-79: 290-315 from Eighth Revision International Classification of Diseases, Adapted for Use in the United States (ICDA-8)
1980 : 290-319 from Ninth Revision International Classification of Diseases (ICD-9).

Average length of service at time of admission was estimated using the following:

One week or less	3 days
Over one week, less than one month	19
One month, less than two	47
Two months, less than three	77
Three months, less than four	107
Four months, less than five	137
Five months, less than six	167
Six months, less than seven	197
Seven months, less than eight	227
Eight months, less than nine	257
Nine months, less than ten	287
Ten months, less than eleven	317
Eleven months, less than twelve	347
Twelve months, less than fifteen	407
Fifteen months, less than eighteen	495
Eighteen months, less than twenty-one	583
Twenty-one months, less than twenty-four	671
Two years, three years, four years, etc.	02-99 (+.5) (x365)

Records with unknown length of service (zz) are not included.

SOURCE: Individual Patient Data System (IPDS)

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Department of the Army
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ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA
CULTURAL ADAPTATION OF SECOND LANGUAGE SOLDIERS. (U)
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**AVERAGE DAYS DATA FOR FINAL INPATIENT DISPOSITIONS OF
PSYCHIATRIC CASES AMONG ACTIVE DUTY ARMY PERSONNEL,
WORLDWIDE, CY 1978 - 1980**

	<u>1978</u>		<u>1979</u>		<u>1980</u>		TOTAL
	Puerto Rican	Other	Puerto Rican	Other	Puerto Rican	Other	
SICK DAYS TO DATE							
Dispositions	235	10932	261	11412	321	12902	36063
Mean	36.5	29.5	37.7	28.6	33.8	27.3	28.6
Total days	8580	322372	9832	326419	10864	352686	1030753
BED DAYS TO DATE							
Dispositions	232	10620	253	11108	320	12648	35181
Mean	27.1	22.6	29.5	22.0	26.9	20.7	21.8
Total days	6293	239675	7457	244330	8616	261689	768060

NOTE: Data are for inpatient cases as reported by Army medical treatment facilities only (carded for record only (CRO) cases and troop/health clinic cases are excluded).

Data do not include USMA cadets but do include Reserve/National Guard personnel.

Psychiatric cases were selected using the following primary diagnosis codes:

1978-79: 290-315 from Eighth Revision International Classification of Diseases,
Adapted for Use in the United States (ICDA-8)

1980 : 290-319 from Ninth Revision International Classification of Diseases
(ICD-9).

Dispositions associated with sick days are based on records with one sick day or greater.

Dispositions associated with bed days are based on records with one bed day or greater.

SOURCE: Individual Patient Data System (IPDS)

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